



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

6664
.621

5442

Library of



Princeton University.

SIXTY-THIRD ANNUAL REPORT

OF THE

Mass. BOARD OF EDUCATION:
"

TOGETHER WITH THE

SIXTY-THIRD ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD,

1898-1899.

JANUARY, 1900.

BOSTON:

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1900.

(RECAP)

6664

.621

1898-99

CONTENTS.

	PAGE
I. — MEMBERS AND APPOINTEES OF THE BOARD OF EDUCATION,	5
II. — REPORT OF THE BOARD OF EDUCATION,	9-21
III. — REPORTS OF VISITORS TO THE STATE NORMAL SCHOOLS,	23-68
Bridgewater,	35-38
Fitchburg,	50-54
Framingham,	25-29
Hyannis,	58-63
Lowell,	64-68
North Adams,	55-57
Salem,	39-41
State Normal Art School,	42-46
Westfield,	30-34
Worcester,	47-49
IV. — SECRETARY'S REPORT,	71-243
Summary of statistics,	71-75
Analysis of statistical returns,	76-194
A uniform school year,	76-86
School attendance,	87-106
High schools,	106-130
Evening schools,	130-134
Length of time the schools have been kept,	134
Appropriations and expenditures for public schools,	135-145
Teachers and teachers' wages,	146-154
Expenses of text-books and supplies,	154
Expense of conveying children,	155-159
Supervision by superintendents of schools,	159-182
Towns not under supervision,	182-187
Teachers' institutes,	194-206
Normal schools,	207-219
Kindergartens,	219-221
Educational Museum, Paris Exposition, State exhibition of drawing, and State examination and certification of teachers,	221-223
Massachusetts and the nation,	223-230
Resolutions and reports relating to educational conditions,	230-240
Recommendations of the secretary,	240-243
V. — FINANCIAL STATEMENTS,	247-267
VI. — REPORT OF JOHN T. PRINCE, AGENT OF THE BOARD,	273-286
VII. — REPORT UPON CITY AND TOWN SUPERVISION OF SCHOOLS, BY JOHN T. PRINCE,	289-330
VIII. — REPORT OF G. T. FLETCHER, AGENT OF THE BOARD,	333-348
IX. — REPORT OF HENRY T. BAILEY, AGENT OF THE BOARD,	351-396
X. — REPORT UPON THE STATE EXHIBITION OF DRAWING, BY HENRY T. BAILEY,	399-463

666 A
621

	PAGE
XI. — REPORT OF J. W. MACDONALD, AGENT OF THE BOARD, INCLUDING TABLES SHOWING CONDITION, EQUIPMENT, ORGANIZATION, AND COURSES OF STUDY IN THE MASSACHUSETTS HIGH SCHOOLS,	457-540
XII. — REPORT UPON THE COMPLIANCE OF TOWNS AND CITIES WITH CHAPTER 332 OF THE ACTS OF 1886, COMMONLY KNOWN AS THE TEMPERANCE LAW, BY THE SECRETARY OF THE BOARD,	543-595
XIII. — REPORT ON SPECIAL SCHOOLS, COMPILED BY THE SECRETARY OF THE BOARD,	599-634
XIV. — REPORT ON COUNTY TRUANT SCHOOLS, BY FRANK A. HILL, SECRE- TARY OF THE BOARD,	637-674
XV. — LEGISLATION RELATIVE TO THE EMPLOYMENT OF SUPERINTEND- ENTS OF SCHOOLS,	675
XVI. — ABSTRACT OF SCHOOL COMMITTEES' RETURNS,	i-cxxxvii
XVII. — INDEX TO VOLUME,	cxxxix

STATE BOARD OF EDUCATION.

1900.

EX OFFICIIS.

HIS EXCELLENCY W. MURRAY CRANE, *Governor.*

HIS HONOR JOHN L. BATES, *Lieutenant-Governor.*

BY APPOINTMENT.

ELIJAH B. STODDARD,	. . .	Worcester,	. . .	May 25, 1900.
GEORGE H. CONLEY,	. . .	Brookline,	. . .	May 25, 1901.
ALICE FREEMAN PALMER,	. . .	Cambridge,	. . .	May 25, 1902.
JOEL D. MILLER,	. . .	Leominster,	. . .	May 25, 1903.
KATE GANNETT WELLS,	. . .	Boston,	. . .	May 25, 1904.
FRANKLIN CARTER,	. . .	Williamstown,	. . .	May 25, 1905.
GEORGE I. ALDRICH,	. . .	Newtonville,	. . .	May 25, 1906.
ELMER H. CAPEN,	. . .	Somerville,	. . .	May 25, 1907.

SECRETARY.

FRANK A. HILL, *Cambridge.*

CLERK AND TREASURER.

C. B. TILLINGHAST, *Boston.*

AGENTS.

JOHN T. PRINCE,	. . . . .	<i>West Newton.</i>
G. T. FLETCHER,	. . . . .	<i>Northampton.</i>
JAMES W. MACDONALD,	. . . . .	<i>Stoneham.</i>

AGENTS FOR THE PROMOTION OF INDUSTRIAL DRAWING.

HENRY T. BAILEY, *North Scituate.*
L. WALTER SARGENT, Assistant for Western Counties, . *Lilleton.*

ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

ANNUAL REPORT.

The Board of Education has the honor to lay before the Legislature its sixty-third annual report.

In so doing the Board embraces the occasion to congratulate its fellow servants of the Commonwealth upon the soundness of our educational structure and the healthy activity of its manifold functions.

Our schools are the outgrowth and index of our civilization. They embody and express in large measure what we are and what we aspire to be as a people. They look before and after. Holding with a firm grasp what is most valuable of the traditions and usages of the past, they at the same time reach forward in the endeavor to anticipate and provide for that future towards which our youth are hastening with eager steps. Especially, as we approach the end of the present century, it is gratifying to find evidence that our public schools, in which such treasure of pride and hope is centred, have not failed to keep equal step with the expansion and development of the many agencies of human welfare — material, intellectual, social and spiritual — that have distinguished our age and country. Our schools have never received, and we believe they have never deserved, a more confident and cordial support than has been accorded them by the people of the State during the year covered by the report herewith submitted.

It is not deemed necessary to review in detail or even to summarize, in this place, all the various reports hereto appended, which exhibit, with great fulness and from many points of view, the educational condition of the State, and set forth the work done during the past year by the Board and its agents. Nothing has occurred of such signal importance, and

no need exists of such pressing exigency, as to demand here any lengthened recital or discussion. A few points, however, have been selected, which should perhaps be emphasized as requiring or deserving special attention.

EDUCATIONAL CONDITIONS, AS SHOWN BY STATISTICS.

The report of the secretary passes in review, item by item, the educational condition of the State, so far as that condition can be gathered from the detailed information furnished by the various local officers required by law to report to the Board. In addition to this, the agents of the Board present many facts, impressions and opinions of value, accumulated in the course of numerous visitations, conferences, etc., which bring them into close contact with schools, teachers, parents and the community generally.

From the statistics at command, to which we refer those who desire fuller details, it appears that our public schools during the year have increased in patronage; that the increase is probably in a slightly greater proportion than that of the population; that the private schools have shown a decrease; that professionally trained teachers are gaining, both absolutely and relatively, upon the entire teaching force; that salaries are about stationary; that the consolidation of small schools is still going on; that the expense of supervision by school committees has increased more than that of supervision by superintendents; that the cost of text-books and supplies has diminished; that a little less money has been expended on sundries; that a little more has been spent on new school buildings, a little more on ordinary repairs, but much less on alterations and permanent improvement of old buildings; and that a slightly larger percentage of the total valuation of the State has been expended on the public schools for all purposes exclusive of buildings, and a slightly less percentage for all purposes inclusive of buildings. This may all be substantially summed up in the general statement that the year which the statistics cover shows a marked increase in the numbers of persons with whom the public schools have been concerned, and continued steadiness and force in the movement to provide these schools with excellent accommodations and equipment,

without increase of burden to the property of the State; or, if an increase appears from one point of view, it is very slight, and is fully offset by some decrease from a different point of view.

For the more purely educational aspects of the school outlook, reference should be made, as heretofore intimated, to the various reports accompanying that of the Board.

NORMAL SCHOOLS.

The recently established normal schools are now fairly under way, and are justifying themselves both by the quantity and the quality of their work. They have quickly taken step, and they give promise of keeping it, with the older schools, which is perhaps enough to say in their praise. This they have been enabled to do by the generous aid given, wisely, as we think, by the Legislature in the past two years. This support, it is perhaps needless to say, must be kept up in the years to come. It is only by ample pecuniary means that the ten normal schools which we have undertaken to carry on can be maintained in such efficiency as to satisfy the reasonable expectations of those who look to them as the chief agencies for raising the standard of our public education. The schools have all shown capacity and readiness for the work demanded of them; it is for the Legislature to see to it that their usefulness is not curtailed by the mistaken economy of insufficient appropriations. The full numbers of the classes admitted in September, 772 students, clearly show that no mistake was made in establishing these schools, and as clearly indicate that none will be made by giving them generous support.

Some of the visitors of the schools that offer neither boarding accommodations nor dormitories for their students express themselves as convinced that there is an unmistakable public demand for such accommodations, and that this demand will have to be met before long in the interests of certain normal schools not now provided with them.

NORMAL ART SCHOOL.

The Normal Art School, which is kept under the close supervision of the Board on account of its special character and aims, has had a prosperous and useful year. It not only holds its own in every essential respect, but shows healthy growth and expansion from year to year. This is particularly marked this year by the completion and occupation of the annex, which, with its new furniture and equipment, renders the building admirably suited to all its purposes; while the arrangement, in the lower hall, of the exhibition cases that are to serve as the nucleus of a museum of various classified examples of applied art will prove of benefit to superintendents and teachers of drawing throughout the State as well as to pupils of the school.

DRAWING IN THE PUBLIC SCHOOLS.

The introduction of drawing as a branch of study in the public schools was first authorized in 1858. It was first required in 1870. In 1869, the Legislature, in response to a petition of several eminent citizens of Boston, requested the Board of Education to consider the expediency of making provision by law for "giving free instruction to men, women and children in mechanical drawing, either in existing schools or those to be established for that purpose, in all towns in the Commonwealth having more than five thousand inhabitants." The Board, after extensive investigations, made recommendations to the Legislature, which were at once adopted. Drawing was made a required subject in all the public schools. All cities and towns were authorized, and those with ten thousand inhabitants or more were required, to provide day or evening schools, under the direction of the school committee, for free instruction in "industrial or mechanical drawing," for persons over fifteen years of age. The Board also published a report upon the relation of drawing to the public welfare. Several papers of rare value were contributed to this report by leading authorities. These papers struck a higher note than the formal recommendations of the Board and the subsequent action of the Legislature, for they placed stress on the culture as well as the industrial value of drawing; while both the Board and the

Legislature, so far as they defined their views, limited themselves to the industrial aspects of the subject only. Fortunately, they did not define the character of the drawing to be taught in the public schools. It was simply drawing, and so could be drawing in as high and comprehensive a sense as the intelligence of a community might direct. Walter Smith, head master of the Leeds School of Art in England, was invited in 1871 by the city of Boston to direct the organization of its instruction in drawing. The same year, in accordance with an arrangement with the city, Mr. Smith was appointed an agent of the Board to promote art education in the State. The Normal Art School was opened in 1873.

State exhibits of drawing were held annually from 1872 to 1881, and proved valuable incentives to improving work. These exhibits placed stress on freehand, object, memory, geometrical and perspective drawing. Mere picture-making was discouraged. Drawing was regarded as "a thing of work, having industrial aims and means."

The art side of drawing, however, was not ignored. On the contrary, it was uniformly kept before the public that the value of a useful thing was largely enhanced by making it a beautiful thing. What Walter Smith said in 1871 is worthy of being reproduced:—

Within the last five and twenty years we have seen a wonderful change take place in the money value of the manufactures of England. *Whilst the cost of producing most of the products of industrial art has decreased by about one half*, through the invention of various machines and the discovery of labor-saving processes, the actual value of the manufactured article, taking one branch of manufacture with another, *is nearly doubled*; and this difference is not to be accounted for by any alteration in the value of money. How, then, is it to be explained? Simply thus: A manufactured article, whether a garment, a piece of porcelain, an article of furniture, or even a golden chalice, may be said to possess three elements of value: first, the raw material; second, the labor of production; third, the art character. The two first, in some cases, are a large proportion of the value of the whole; and, where no art whatever is displayed, it forms the whole value. But in a vast majority of the manufactured products of every country the elements of cost of material and cost of labor are insignificant in comparison with the

third element, viz., art character. It is that which makes the object attractive and pleasing, or repulsive or uninteresting, to the purchaser, and is, consequently, of commercial value. In many objects, where the material is of little or no intrinsic worth, the taste displayed in their design forms the sole value, or the principal value; and it has been the general elevation of that element which has nearly doubled the commercial value of English manufactures. I am not aware of any great improvement of material or of demand, but have seen, with my own eyes, an advance in the artistic element in many branches of British industry from a condition closely bordering upon the barbarism of savage races to the refinement of the greatest art epochs. And it has not been an exceptional case, or a development in one direction owing to peculiar circumstances. If we take pottery, glass, porcelain, terra cotta, metal work in wrought iron, brass, bronze, silver-plate, goldsmith's work, jewelry, paper hanging, carpets, parquetry, encaustic tiles, furniture, cabinet making, upholstery, stained glass, mural decoration, wood and stone carving, chasing, enamelling, lace making, embroidery, all show that infusion of taste which has in all cases increased, and in many cases doubled, their value in the market in five and twenty years. Now, just as drawing is the only universal language, so art is an almost universal currency, and, amongst civilized races, is universal; with this remarkable characteristic, that, let the art in a thing be good art, based upon natural laws and treated with consistency and purity of feeling, and it shall consecrate the material which it ennobles, so that lapse of time will add to its value, until antiquity enshrines it.

No State exhibit of drawing was held after 1881 until the present year. Whether drawing in the public schools is now in a satisfactory condition has recently been questioned by persons entitled to respectful consideration. Indeed, the Board has been formally requested by them to cause an inquiry to be made into that condition. In the absence of specific suggestions as to the points to which such inquiry should be directed, the Board has not deemed it advisable to depart from its customary method of informing the public through its annual reports and accompanying documents. Its agent, Mr. Henry T. Bailey, after visiting public schools in Rome, Berlin, Paris and London, and making a personal study of the drawing instruction therein, is confident that they have more to learn from us than we from them. This opinion is restricted to

public school work, of course. Mr. Bailey says: "Nowhere, except in the United States, has the ideal of an art education of the entire people for the sake of a larger life taken possession of the leaders."

All this does not mean that drawing is necessarily in a satisfactory condition throughout the State, or that, where it is at its best, it is not susceptible of improvement. It indicates, however, a higher conception of drawing than that which was common thirty years ago. It is legitimate to-day, as in the past, to advocate drawing for the sake of material production. It should not be overlooked, however, that drawing may also strengthen the appreciation of artistic manufacture, and in this way increase the demand for it. Thus the culture value of drawing has after all an industrial value.

To furnish a basis for intelligent consideration of the drawing situation, the secretary of the Board, in his last report, recommended a State exhibition of drawing. The Legislature appropriated \$1,500 for the purpose. The exhibition was held from September 26 to October 3, at Copley and Allston halls in Boston. For a detailed account of the exhibition, reference should be made to the special report upon it that accompanies the report of the Board. It was an exhibition whose conditions need to be understood before judgment can be pronounced on its merits. There was much in it entitled to praise. It also indicated the directions in which improvement should be made. The only exhibits immediately controlled by the Board of Education were those of the Normal Art and the other State normal schools. Some of these were frequently mentioned by excellent judges as exceedingly promising.

The effect of the movement to make drawing a culture subject as well as an industrial one was obvious throughout the exhibit. In a field where it is so difficult to find authorities agreeing, interesting questions will doubtless arise as to the respective values of the culture trend and the industrial, and the sort of balance that should be maintained between them.

One conclusion seems to commend itself to all who made themselves familiar with the exhibit, and that is, the importance of planning the next State exhibit, whenever it shall be held, on a scale so generous as to give the towns and cities larger

spaces in which to show what they are doing, and to bring out what it was impossible to show within the scant limits of the recent exhibit,—the extensive and valuable correlation that exists between the various branches of drawing on the one hand and the various constructive, industrial and artistic processes to which they relate on the other.

The mere pecuniary worth of drawing to the industrial welfare of the State in the value it directly adds to manufactured products by making them more pleasing, as well as in the value it indirectly adds by increasing the demand for them, is so great that the sum now expended on the Normal Art School, on the teaching of drawing in the other normal schools, on agents for the promotion of drawing throughout the State, and on occasional State exhibits of drawing, is, when compared with that pecuniary worth, preposterously small.

MANUAL TRAINING.

Under a law passed in 1894 every city and town of twenty thousand inhabitants or more was required to maintain manual training as a part of its high school system. The majority of the municipalities affected by this legislation have now complied with its provisions. The law of 1894 was so changed in 1898 as to require manual training also in the elementary schools of these communities. While the State in its legislation makes no distinction between boys and girls, the earlier measures to comply with it dealt chiefly with the boys. The later measures are wisely giving attention to the girls as well. There is cause for gratification with the evident increase of popular interest in the arts that pertain to the household and the sciences that underlie them. The sanitary ordering of our domestic life is a concern only second in importance — if, indeed, it is second — to the proper schooling of our girls. The new Mary Hemenway Department of Household Arts at the Framingham Normal School is a promising recognition of this important interest.

THE NEW BEDFORD TEXTILE SCHOOL.

A notable addition to the educational facilities that enrich our State appears to have been made during the past year by the establishment of the New Bedford Textile School, with an

ample plant and an able staff, which already offers six distinct courses of study and training, embracing "the theory as well as the practice of cotton manufacture in all its details from the raw cotton to the finished fabric, and also including instruction in the scientific principles which underlie the construction of the machinery and its operation, and the artistic principles which are involved in the production of desirable and ornamental fabrics." The Lowell Textile School has been noticed in a previous report of the Board.

There can be no doubt of the wide field of usefulness open to such schools in a community like ours, where textile manufactures form so important an element of the general prosperity, and where the aspiration for excellence is so marked a characteristic of all classes.

These schools have evidently been organized on broad lines, with an ambitious though not impracticable aim, and they hold out to young men who desire at the close of their public school education to enter upon any branch of cotton manufacture, in any capacity whatever, as well as to mill workers in any department who wish to earn promotion through better knowledge and skill, the best means and the most helpful aid and encouragement towards so praiseworthy an end.

TEACHERS' INSTITUTES.

The attention of the Legislature is called to the need of removing the restriction which limits to \$350 the cost of any single teachers' institute. Such restriction ought not to apply to the long summer institutes, which were not in existence when the law was passed, and which obviously cannot be carried on with efficiency for so small a sum. The Board believes that these longer institutes are a source of great benefit to teachers, who attend them at a time when other duties are not pressing, and when, therefore, their minds are free to profit by the instruction given. From the best information that the Board is able to command, it seems clear that an appropriation of at least \$3,000 would be wisely and economically used in support of these most useful adjuncts of our normal and training schools. It should be understood that the summer institutes do not displace or supersede the one-day institutes, but, occupying a

somewhat different field, attract another and perhaps younger class of students, although we believe it is found that many aspiring teachers attend both.

ASSISTANT TO THE SECRETARY.

There is urgent need, as was strongly stated in the report of last year, of some measure of relief for the secretary of the Board, whose duties and responsibilities, increased as they have been in several directions within a few years, are now too much for any one man properly to discharge. The Board is clearly of the opinion that a great part at least of the routine work of the office should be put in charge of a competent man, thereby leaving the secretary free to devote more of his time and energies to the larger interests and more public services that increasingly demand and should receive his attention. It is poor economy to require the chief executive officer of this Board to spend any portion of his time in duties which can be as well performed by a competent assistant or deputy, and we again respectfully submit that the time has come when some adequate provision for this need should be made.

SCHOOLS FOR DEFECTIVE CHILDREN.

The relation which the State sustains to various special schools under the care of trustees has worked harmoniously, and we believe to the great benefit of hundreds of these unfortunate children. The efficiency is not questioned of such institutions as the Horace Mann School in Boston, the Sarah Fuller Home at West Medford, the Clarke School at Northampton, the American School at Hartford, Conn., for the Deaf, the Perkins Institution at South Boston (with its kindergarten at Jamaica Plain) for the Blind, and the Massachusetts School for the Feeble-minded at Waltham; and we are fortunate in having such schools at command for the humane service which every community should gladly render to its afflicted children.

There is some question as to the compensation which the State may be fairly required to pay for the service thus rendered, but the matter is under careful investigation, with the prospect of an equitable and satisfactory adjustment.

The School for the Feeble-minded at Waltham has two departments, — the school department for educable cases and the custodial for cases deemed to be beyond the reach of ordinary school instruction. The expansion of either department tends to crowd and hamper the other.

An important step has recently been taken that will permit a great improvement in the school facilities at Waltham. Acting for the State, the trustees of the school have bought about two thousand acres of land in the town of Templeton, to which about one hundred persons from the custodial department at Waltham, who have already been trained to work, can be transferred. While this is primarily done to lessen the expense to the State of this increasing class of defectives as well as to provide them with simple occupations that shall be at once salutary and remunerative, it will have the effect of relieving the school department at Waltham, and permitting the admission of new pupils hitherto barred out for lack of proper accommodation.

RECOMMENDATIONS OF PREVIOUS REPORTS.

Most of the recommendations made in recent reports of the Board have received favorable consideration from the Legislature. Among those that are still pending are the following:—

1. The extension to the entire State of the policy of employing skilled superintendents of schools.
2. The appointment of one or more State attendance officers to promote the execution of the compulsory attendance law.
3. A more liberal and effective provision for the execution of the law providing for the State examination and certification of teachers.
4. A certain equalization of school privileges.

As to the first of the foregoing recommendations, it would seem as if fifty years of experience with the policy of skilled supervision, during which period it has won the voluntary and abiding endorsement of ninety-five per cent. of the people of the State, might be safely regarded as having settled its wisdom beyond the possibility of reasonable question. The State is expending gradually increasing sums of money upon the schools

of the smaller towns. For many years it has practically commended skilled supervision to these towns, and offered to pay half the expense, besides giving an additional sum towards the salaries of teachers. Some one hundred and fifty of these towns have already complied with this recommendation. Half of the remaining towns have tried to do so, but have found insurmountable obstacles in the attitude of a few indifferent or unwilling towns, without whose co-operation district superintendencies cannot be formed. It is a serious question whether the State is discharging its full duty to these towns, when it places at their disposal considerable sums of money to be expended upon their schools, without requiring at the same time that skilled supervision which it believes to be one of the best and most feasible guarantees of the wise use of such sums. It is no reflection upon the worthy people who generally compose a school committee to say that they cannot do as well educationally by the schools as a competent superintendent who devotes his entire time to their interests.

As to the second recommendation, it needs to be said that, notwithstanding the increasing pains taken with the enforcement of the attendance laws by the local school authorities, particularly in the larger places, there is still a laxity in some of the towns that threatens ultimately to cost the State far more than any probable expense of wise prevention. Hence the need of a State attendance officer, with adequate authority.

The reasons for the third recommendation are considered at length in the last annual report of the Board.

As to the last recommendation, it may be said that a certain reduction of the more glaring inequalities of school burdens is undoubtedly needed. Recent legislation has increased the length of schooling for many towns, put upon them certain high school obligations which are new to them and in other ways increased the expense of their schools.

It is always legitimate to commend to the Legislature constant watchfulness of the workings of its policy in granting State aid to the schools, to the end that, on the one hand, such aid may be forthcoming when it is really needed, but also to the end that, on the other hand, it shall not be granted when towns can abundantly take care of their schools without such

aid. Too little help and too much help are extremes alike to be avoided. Both these extremes exist, as a matter of fact, and merit careful attention.

The vast interests of the public school system of our beloved Commonwealth are again confidently commended to the Legislature, as worthy of the most careful protection and the most liberal support.

ELIJAH B. STODDARD.
GEORGE H. CONLEY.
ALICE FREEMAN PALMER.
JOEL D. MILLER.
KATE GANNETT WELLS.
FRANKLIN CARTER.
GEORGE I. ALDRICH.
ELMER H. CAPEN.

Boston, Dec. 7, 1899.

REPORTS
OF THE
BOARDS OF VISITORS
OF THE
NORMAL SCHOOLS.

STATE NORMAL SCHOOL, FRAMINGHAM.

HENRY WHITTEMORE, PRINCIPAL.

INSTRUCTORS.

HENRY WHITTEMORE, psychology, school laws of Massachusetts, school organization and government; AMELIA DAVIS, mathematics, astronomy; ANNA M. CLARK, natural and physical sciences; FREDERIC W. HOWE, chemistry; LOUISA A. NICHOLASS, household arts; SAMUEL C. PRESCOTT, bacteriology; LILLIAN ORDWAY, geography and Latin; M. ELIZABETH HOLBROOK, history, civil polity; MARY C. MOORE, English language and literature; MARY H. STEVENS, French; JANE E. IRESON, elocution and reading; HARRIET L. LACEY, drawing; FREDERIC W. ARCHIBALD, singing; ALMA E. HURD, gymnastics; SUSAN M. EMERSON, sloyd.

Practice School: SUSAN M. EMERSON, grade 9; J. ANGELINA SMITH, grades 8 and 7; NELLIE A. DALE, grades 6 and 5; ALICE V. WINSLOW, grades 4 and 3; ELIZABETH A. MALLOY, grades 2 and 1; PHEBE M. BEARD, kindergarten; ANNA F. CLAFLIN, assistant in grades 8 and 7.

The past year has borne abundant proof of the fitness of the appointment of Mr. Whittemore as principal and of the wisdom of the Board of Education in accepting the generous offer of the Mary Hemenway trustees to establish a department of household arts at the school. For the first time in the history of any State normal school, the members of the senior class of this department received their diplomas with the other graduates of the school in June. Each one of those seniors has been offered a position at a salary considerably above that of the usual primary teacher. The thoroughness and extent of the instruction have been widely acknowledged. An alumnæ association of the past pupils of the school when it was in Boston has been formed, whose objects are stated in its second article as being, "first, to promote the interests of the Mary Hemenway department of household arts of the Framingham State Normal School; second, to encourage public interest in the teaching of the house-

hold arts in the schools; and, third, to increase the efficiency of the instruction in this department."

Certainly such an association cannot fail to prove of large and growing value, as it also testifies to the efficient zeal of Miss Homans, who so long directed the school when it was in Boston, and through whom the Mary Hemenway trustees still continue to donate gifts to the Framingham Normal School.

In regard to the other work of the school, we have regretfully to record the resignation of Miss Susan J. Hart, who for eight years was its teacher of natural sciences. She was an instructor of exceptional ability, endowed with large and varied gifts of personal character, which were of great value in her intercourse with her pupils. Her place has been ably filled by Miss Anna M. Clark, a graduate of the University of Vermont, and who has taught successfully at the normal school, New Britain, Conn.

Greatly to our disappointment, Miss Harriet Lacey, teacher of drawing, has been compelled to resign, by reason of ill health. Her place has not yet been filled. Mr. Frederic W. Howe now devotes all his time to the work in chemistry. Mr. Prescott continues as teacher of bacteriology to the household arts department, and lectures to the whole school on kindred subjects. Mr. Archibald gives an increased number of hours to music, and a new instructor, Miss Anna F. Claflin, who has been teaching in Newton, Mass., has been engaged for the seventh grade of the practice school.

The work of the practice school has been rearranged, so that each member of the three divisions of the senior class has twelve weeks of observation and teaching in all the grades, from the kindergarten through the ninth grade. Knowing something of all grades, and having some time before beginning to teach in the practice school, she is neither hurried nor worried by what is before her.

The kindergarten has been reopened in one of the parlors of Crocker Hall, under the guidance of Miss Phebe M. Beard, who has been assistant principal of the kindergarten department at the New Britain Normal School. Such an arrangement of rooms, however, clearly indicates the need of more space. May Hall, never too large, has become entirely inadequate for

the increased and increasing number of pupils. The gymnasium itself, except at such hours as the pupils are exercising there, has to be used for other classes of the school.

Miss Sarah E. Pratt, who for four years has been lady superintendent of the boarding houses and one of the teachers of Latin, and who for fifteen years previously had given all her time to teaching in the normal school, has resigned. She has given generously and faithfully of her ability, discretion and zeal to the exacting duties of her positions, and will be greatly missed. Her place has been filled by the appointment of Miss Wilkinson of Syracuse, who has been put in charge of the boarding houses.

Various improvements have been made in the buildings and on the grounds, at a comparatively trifling expense. A "bicycle run," leading into a once empty basement of Crocker Hall, has been so well built that it has become a pleasing architectural feature of the Hall.

The proper equipment of a lunch room is still a problem, owing to lack of space, but at least the pupils who come daily by train are provided at noon with hot chocolate or soup.

Best of all, golf links have been established, at a very trifling cost, on our own grounds and those of the adjoining estates of Mr. Harry D. Eastman, Mr. W. Frank Eastman and Mr. Charles C. Trowbridge. Since golf is "an art and an exact science," it will take its part with household arts and the other departments of the school in producing strength of mind and body among the scholars.

Mention should be made of the valuable and expert assistance of Maurice Murphy and his brother in the repairs and mechanical equipments of the buildings, and in the many contrivances for lessening the cost of machinery and of utilizing the grounds.

It is impossible, however, for the school to bear its rightful share in the education of pupils as teachers unless some provision can be made for enlarged space. More class rooms for the practice school and for the kindergarten and increased dormitory facilities are essential for its growth and serviceableness.

The same difficulties may soon confront other schools, especially where the boarding halls cannot accommodate all who wish to live in them during their school course, and where such

schools are situated in towns in which it is extremely difficult to obtain board at the same rate as that furnished by the State.

As applicants who had passed the examinations for entrance to the Framingham Normal School were reluctantly compelled to give up coming to it because the halls were full and no further places could be found in the town than those already engaged by the pupils, it will be seen that this matter presses earnestly for solution upon the attention of the whole Board. Shall the State continue to erect buildings, or shall it as tenant take possession of houses additional to those it owns? For it cannot infringe upon the right of parent and child to select that normal school which they prefer, though the course of instruction may be the same in all.

Lectures have been given at the school by Hon. Frank A. Hill, on "Forces in education;" Mr. Charles Campbell, of the Royal Normal College for the Blind, England; Charles F. Whitney, on "Historical art decoration;" Henry T. Bailey, on "Beauty in common work;" Miss Sarah L. Arnold, on "School discipline;" Mr. H. W. Lull, on "Educational seat-work;" Miss Emily Curtis, on "Teaching music in primary schools;" Hon. Harrison Hume, on "Memorial Day;" Rev. Abel Millard, Mrs. K. G. Wells and Mr. Joseph G. Edgerly, who gave the graduating address on "Everyday problems of school life." The Glee Club, assisted by several artists, gave a concert, and gifts of Esquimaux curiosities have been received from Mr. Thomas Luce of New Bedford, and of a beautiful palm from Miss Marion Lewis of Framingham.

The statistics of the school are as follows:—

1. Number of pupils admitted, September, 1898, 93. Number graduated, June, 1899, four years' course, 4; three years' course, 5; two years' course, 49; total, 58. Certificates were given to 4 for one year's special course. Whole number of pupils for the year 1898-99, 156.
2. Average age of those admitted, September, 1898, 20 years and 4 months.
3. Occupations of parents: merchants, 15; mechanics, 30; farmers, 10; professions, 3; agents, 13; manufacturers, 4; book-keepers, 4; miscellaneous, 14; total, 93.
4. Residences of the 93 pupils admitted, September, 1898: Mas-

sachusetts,—Middlesex County, 55; Worcester County, 5; Norfolk County, 11; Essex County, 1; Berkshire County, 1; Suffolk County, 3; Hampshire County, 2; Nantucket County, 1; Franklin County, 2; total, 81. Other States,—Connecticut, 3; New Hampshire, 3; Maine, 2; Maryland, 3; New York, 1; total 12. From Massachusetts, 81; from other States, 12; total, 93.

KATE GANNETT WELLS,
GEORGE H. CONLEY,

Board of Visitors.

STATE NORMAL SCHOOL, WESTFIELD.

CHARLES S. CHAPIN, PRINCIPAL.

INSTRUCTORS.

CHARLES S. CHAPIN, A.M., principles of teaching, school economy and school law; CHARLES B. WILSON, A.M., nature science; WILL S. MONROE, A.B., psychology, historical pedagogy and geography; EDITH S. COPELAND, drawing; EDITH L. CUMMINGS, manual training and gymnastics; ADELINE A. KNIGHT, history, literature and English; MILDRED L. HUNTER, natural science and mathematics; STERRIE A. WEAVER, supervisor of music.

Training School: GEORGE S. WOODWARD, eighth and ninth grades; JENNIE E. STODDARD, sixth and seventh grades; E. ABBE CLARK, fourth and fifth grades; FLORENCE P. AXTELLE, second and third grades; EUNICE M. BEEBE, first and second grades; EMMA L. HAMMOND, kindergarten.

CHANGES IN THE TEACHING FORCE.

A. Louise Rogers, supervisor of music, and Jean R. Austin, teacher in charge of the eighth and ninth grades, resigned at the close of the school year in June, the superior claims of matrimony being the cause in both cases. Miss Rogers has been succeeded by Mr. Sterrie A. Weaver, supervisor of music in the public schools of Westfield. In addition to many years of successful experience in public school work, Mr. Weaver has enjoyed a thorough and varied training. He holds the diploma of the Leipsic Royal Conservatorium for the complete course in harmony, counterpoint and fugue, has been twice a student at the New England Conservatory of Music, has studied piano with Mr. N. H. Allen of Hartford and Mr. S. A. Emery of Boston, and has studied voice with Signor Rotoli of Rome, Mr. W. H. Leib and Mr. Reinhold Hermann, conductor of the Handel and Haydn Society of Boston. Miss Austin's place has been taken by Mr. George S. Woodward, a graduate of

the Westfield Normal School in 1898, and since that time a successful teacher of grammar schools in Hopkinton and Edgartown.

IN GENERAL.

During the past year the Westfield Normal School has gained both in numbers and efficiency. This is the result of wise management and skilled teaching. The school is doing valuable work, deserves well of the State, and possesses its confidence.

Certain needs of the school should be mentioned and urged. The number of pupils is somewhat larger than it was last year, but the number wishing board in the dormitory has increased much more in proportion. Only two rooms in the building are now unoccupied. The climbing of three long flights of steep stairs is a serious strain upon the strength and likely to be a permanent injury to the health of young women of the school. An elevator is greatly needed, and should be put in place as soon as possible. The present facilities for heating, long in use, are inadequate. Some change is needed. These matters are so closely connected with the health of the pupils that the State can hardly fail to order the needed improvements.

In the last report the need for more and better facilities for the practice department of the school was strongly urged. To this appeal the Legislature responded by appropriating \$35,000 for the erection and equipment of a training school building. The town of Westfield by vote at its annual town meeting conveyed to the Commonwealth, as a site for the proposed building, the old normal school property, which some years ago the town purchased of the State. In answer to an advertisement calling for plans, under the condition that only those used would be paid for, fourteen sets were received. Many of these plans possessed great merit, and after the most careful consideration the principal and the chairman of the visitors (Dr. Carter was in Europe at the time) approved those offered by the firm of Gardner, Pyne & Gardner, as on the whole likely to give a building best adapted for the purpose. The building is now in process of erection under the supervision of this firm. The general contract was awarded in competition to H. C. Wood & Co. of Westfield. Owing to the rapid and large increase in the

price of building material, it has been found impossible to contract for all parts of the building and complete the work in a manner to make it suitable for its uses. It will be necessary, therefore, to ask the Legislature for an additional appropriation sufficient to finish and equip the building under the altered conditions. We regret this necessity, but it was the only alternative, unless the school was to be left for still another year crippled for the lack of adequate training facilities. When this building is finished the Westfield school will have one of the best training departments in the State.

A contract has been concluded between the State Board of Education and the town of Westfield for the joint maintenance of the school to be placed in the new building, the town paying for teachers' salaries and for text-books and supplies the same sum as is paid in its other schools, and the State paying such additional salaries as may be necessary to secure the special talent needed in those who are to train others for teaching. When the training school is in operation, which will probably be Sept. 1, 1900, few normal schools in the country will possess better facilities for their work.

During the year a crayon of the Hon. John W. Dickinson, principal of the school from 1856 to 1877, has been presented to the school by the alumni, and a crayon of Horace Mann, under whose direct influence the school was opened, has been presented by the class of 1899.

LECTURES.

During the year lectures have been given before the school as follows:—

1899.

- Jan. 7. Emerson, — Leon H. Vincent.
- Jan. 11. Dickens, — Leon H. Vincent.
- Feb. 4. Longfellow, — Hezekiah Butterworth.
- Mar. 4. American Art, — Mrs. Eliza Rust Moseley.
- Mar. 23. The Acropolis, — Henry T. Bailey.
- Apr. 15. The Use of Mythology in Education, — Edward Howard Griggs.
- Apr. 29. Three April Days, — Hon. A. S. Roe.
- May 27. The Value of Music in the Schools, — Mrs. T. M. Balliet.

- June 3. What the Pupil taught the Teacher, — Supt. W. C. Bates:
June 10. The Teaching of United States History, — Supt. C. A. Brodeur.

During the fall term a course of lectures on “Man in the light of evolution” was delivered by Prof. John M. Tyler of Amherst College, as follows:—

1899.

- Sept. 29. The Teacher and the State.
Oct. 6. The Theory of Evolution.
Oct. 13. The Beginnings of Structure.
Oct. 20. The Survival of the Fittest.
Nov. 3. The Sequence of Functions: its Culmination in Mind.
Nov. 10. The Sequence of Motives.
Nov. 17. Religion, and the Inherited Results of Experience.
Nov. 24. Man and his Possibilities.
Dec. 8. Growth.
Dec. 15. The Teacher's Problem.

The statistics of the school for the year 1898-99 are as follows:—

1. Number of pupils admitted to the Westfield Normal School since its organization, 4,227; number graduated since 1855, 1,584. Number graduated in June, 1899, 59, — all women. Present number of pupils, 113. Number of different pupils in attendance from June 1, 1899, to Jan. 1, 1900, 177. Number examined for admission in 1899, 77; number rejected or who did not enter, 12; number entering in September, 1899, 65.

2. Average age of pupils admitted, 19 years 2 months.

3. Residences, by States and counties, of those admitted: Hampden County, 31; Berkshire County, 9; Hampshire County, 8; Franklin County, 5; Bristol County, 2; Worcester County, 1; total from Massachusetts, 56. Maine, 1; New Hampshire, 1; Vermont, 2; Connecticut, 3; New York, 1; Kentucky, 1; total from other States, 9; total number, 65.

4. Residences, by towns, of those admitted: Holyoke, 13; Springfield, 4; Montague, 4; Westfield, 3; West Springfield, 3; Ware, 3; Amherst, 2; Pittsfield, 2; Ludlow, 2; Fall River, 2; Agawam, Brimfield, Chester, Dalton, Goshen, Great Barrington, Holden, Lenox, Leverett, Monson, Northampton, Sheffield, South-

ampton, Southwick, Stockbridge, Wilbraham, Windsor, 1 each; total 56; from other States, 9; total, 65.

5. Occupations of parents: farmers, 16; mechanics, 10; clerks, 4; merchants, 4; bookkeepers, 2; laborers, 2; carpenter, government official, secretary of business men's association, weaver, insurance agent, gardener, butcher, teacher, foreman, manufacturer, florist, commercial traveller, night lunch man, engineer, 1 each; not reported or no occupation, 12; total, 65.

6. Number of volumes added to the reference library during the year, 381. Total number of volumes and pamphlets in the library, 3,695.

J. D. MILLER,
FRANKLIN CARTER,
Board of Visitors.

STATE NORMAL SCHOOL, BRIDGEWATER.

ALBERT G. BOYDEN, PRINCIPAL.

INSTRUCTORS.

ALBERT GARDNER BOYDEN, A.M., educational study of man, including the study of the body, the mind, the principles and the art of teaching, school organization, school government, school laws of Massachusetts and the history of education; **ARTHUR CLARKE BOYDEN, A.M.**, Vice-Principal, natural science, history and civil polity; **FRANZ HEINRICH KIRMAYER, Ph.D.**, Latin, Greek, French, German; **WILLIAM DUNHAM JACKSON**, physical science, mathematics, English literature; **CHARLES PETER SINNOTT, B.S.**, geography, physiology and hygiene, physical science; **HARLAN PAGE SHAW**, chemistry, mineralogy, industrial laboratory; **FRANK ELLIS GURNEY**, classics, book-keeping, astronomy; **ISABELLA SARA HORNE**, vocal culture and reading; **CLARA COFFIN PRINCE**, vocal music, algebra, geometry; **FANNY AMANDA COMSTOCK**, arithmetic, rhetoric, botany; **EMILY CURTIS FISHER**, English, grammar, geometry; **ELIZABETH HELEN PERRY**, drawing; **LILLIE EVELINE MERRITT**, assistant in drawing; **BESSIE LOUISE BARNES**, physiology and hygiene, physical training; **LILLIAN ANDERSON HICKS**, supervisor of practice work in the model school.

Model School: **BRENELLE HUNT**, Principal; **ADELAIDE REED**, Grade 9; **MARTHA MAY BURNELL**, Grade 8; **HANNAH ELIZABETH TURNER**, Grade 7; **NELLIE MABEL BENNETT**, Grade 6; **JENNIE BENNETT**, Grade 5; **MARY LUCINDA WALLACE**, Grade 4; **SARAH WHEATON TURNER**, Grade 3; **SARAH ELLEN PRATT**, Grade 2; **FLORA MAY STUART**, Grade 1.

Kindergarten: **ANNE MORGAN WELLS**, Principal; **FRANCES PLYMPTON KEYES**, Assistant.

The Bridgewater Normal School is in a healthy and vigorous condition. Each year its surroundings grow more attractive, and each year its students are more interested in outdoor exercise and the study of nature. The school building and the halls of residence are admirably adapted to meet the needs of this large school. The instructors are capable and loyal, and the students are diligent and enthusiastic. The model school

in the same building gives opportunity for observation, practice in teaching and child study.

The graduates are in great demand, and the school is constantly receiving visits from superintendents and teachers who desire to know its work and equipment.

The year closing with August, 1898, was marked by the admission of the largest class, the largest enrolment of members and the largest graduating class in the history of the school. The past year equals the preceding in the number admitted, and exceeds it in the number enrolled and in the number graduated.

In the June and September examinations for admission this year, 1899, 196 applicants appeared. Twenty-five of these came for examinations preliminary to entrance in 1900. One hundred and seventy-one sought admission this year, of whom 134 were received, — all that could be accommodated. The number in attendance is 281, which crowds the assembly hall beyond its seating capacity.

The number of pupils enrolled in the model school is 440. The ninth-grade pupils have so increased as to occupy two rooms, which made it necessary to appoint another teacher. Mr. Brenelle Hunt, a graduate of the normal school from the four years' course, for the last two years principal of a large grammar school in Westfield, was appointed principal of the model school in charge of the executive department of the work of the school, and Miss Hicks, who has so ably conducted the school for the last eight years, was appointed supervisor of the practice work in the model school, giving her whole time to this service.

A special appropriation of \$1,500 was made last year for the painting of the outside woodwork of the school building and for setting curbstones and laying concrete walks on the south and east sides of the school lot. This has been done in a satisfactory manner, at a cost of \$1,453.

The special need of the school for this year is an appropriation for the following objects: —

1. For the painting of the outside of Normal Hall and Woodward Hall, and of a considerable part of the inside of Normal Hall, and the purchase of Venetian blinds for this hall.

2. For new tables for the mineralogical, physical and chemical laboratories. The tables in use in these rooms were transferred from the old building to save expense at the time the present building was erected. The school has increased so much as to make it necessary to provide more table room, and improved appliances are much needed for some parts of the work. Three sections of a class of one hundred or more students use the laboratory in succession, which makes it important to have the best facilities for the work.

3. For the purchase of drawing desks. The present desks have been in use for twenty-five years, and are not adapted to present needs.

The statistics of the school for the year ending Aug. 31, 1899, are as follows : —

1. Number of students for the year, 281, — 41 men, 240 women ; number in the entering class, 141, — 16 men, 125 women ; number of graduates for the year, 90, — 12 men, 78 women ; number receiving certificates for special courses, 21, — 4 men, 17 women.

2. The whole number of students who have been members of the school is 4,623, — 1,263 men, 3,360 women. The number who have received certificates or diplomas is 2,992, — 833 men, 2,159 women ; of whom 250 have graduated from the four years' course, — 132 men, 118 women.

3. Of the 281 members of the school for this year, Plymouth County sent 80 ; Bristol, 48 ; Norfolk, 35 ; Middlesex, 21 ; Worcester, 18 ; Essex, 15 ; Barnstable, 13 ; Suffolk, 13 ; Hampden, 4 ; Nantucket, 3 ; Berkshire, 2 ; Franklin, 1 ; Hampshire, 1 ; the State of Maine, 10 ; New Hampshire, 8 ; Connecticut, 2 ; Rhode Island, 2 ; New York, 1 ; Pennsylvania, 1 ; Nova Scotia, 2 ; New Brunswick, 1. Total from Massachusetts, 254, 13 counties and 86 towns being represented ; other States and countries, 27.

4. The distribution of the students for the year was as follows : special courses, 25, — 6 men, 19 women ; four years' course, 54, — 23 men, 31 women ; intermediate course, 18, — 4 men, 14 women ; two years' course, 184, — 8 men, 176 women.

5. The average age of those admitted was 20 years, 1 month ; of the men, 23 years ; of the women, 19 years, 9 months.

6. Of the 141 admitted, 8 came from colleges, 11 from normal and training schools, 122 from high schools and academies ; of these, 26 had taught.

7. The occupations of the fathers of those admitted were given as follows: mechanics, 34; farmers, 24; merchants and dealers, 17; clerks and bookkeepers, 9; superintendents and foremen, 8; laborers, 7; teamsters, 4; salesmen, 3; manufacturers, 2; brokers, 2; jewelers, 2; expressmen, 2; gardeners, 2; professions, 9; miscellaneous, 11; not given, 5.

8. Of the 141 students admitted, Fall River sent 10; Brockton, Middleborough and Taunton, 6 each; Bridgewater and Weymouth, 5 each; Abington, Boston and Dedham, 4 each; Chelsea, East Bridgewater, Easton, Falmouth, Natick, Plymouth and Stoughton, 3 each; Bourne, Canton, Concord, Hanover, Hyde Park, Marshfield, Northbridge, Scituate, Upton, West Bridgewater, Whitman and Winchester, 2 each; Adams, Amesbury, Andover, Bradford, Braintree, Cambridge, Dennis, Fairhaven, Foxborough, Haverhill, Lenox, Lexington, Lynn, Marblehead, Medford, Merrimac, New Bedford, Norfolk, Northfield, Palmer, Pepperell, Reading, Rockland, Sandwich, Swansea, West Boylston and Wrentham, 1 each; Maine, 7; New Hampshire, 6; Rhode Island, 2; Pennsylvania, 1; Nova Scotia, 2; New Brunswick, 1.

ALICE FREEMAN PALMER,
GEORGE I. ALDRICH,

Board of Visitors.

STATE NORMAL SCHOOL, SALEM.

WALTER P. BECKWITH, PRINCIPAL.

INSTRUCTORS.

WALTER P. BECKWITH, A.M., Ph.D., psychology, pedagogy, school laws; ELLEN M. DODGE, English literature; HARRIET L. MARTIN, algebra, geometry; CHARLES E. ADAMS, physics, chemistry; JESSIE P. LEABOYD, botany, English grammar; CHARLES F. WHITNEY, drawing and art; MARY A. COMEY, history, penmanship, arithmetic; WILLIAM C. MOORE, S.B., mineralogy, geology, geography; M. ALICE WARREN, biology, physiology, physical training; FLORENCE M. SNELL, A.M., English literature; VESTA H. SAWTELLE, music; FLORENCE P. SALISBURY, reading, physical training; ISABELLA G. KNIGHT, A.B., library, records.

Model Schools: MAUD S. WHEELER, fourth and fifth grades; BERTHA H. DES JARDINS, second and third grades; M. MAUD VANSTON, first grade. Kindergarten: HARRIET E. RICHMOND, principal; AMY H. NYE, assistant.

The following is the report of the Salem Normal School for the year ended June 21, 1899.

The work of the school has been carried on with the usual degree of faithfulness and success, and there seems to be abundant reason for confidence in its future. There was no change in the teaching force during the year except as indicated in the last annual report. Neither has there been any change in the plan of work as heretofore indicated. A somewhat increasing number of students are finding that it is advisable to take three years instead of two for the work of the course, and in a considerable number of cases their work is done from their entrance with this plan in view. From year to year a gradual improvement is observed in the preparation shown by candidates for admission, but there is still a great lack of uniformity, and many high schools, notwithstanding recent legislation, fail to give their students the quantity and quality of training which

their entrance requirements contemplate. But with the increasing number of applicants it seems to be reasonably certain that classes of sufficient size will annually enter the school.

At the close of the year the graduating class from the two years' course numbered 55 members. There were also 2 graduates from the advanced course, their graduation marking the end of that particular kind of work in this school. The demand for it has for many years been very limited, and in the particular form in which it existed the expense which it necessitated was not warranted. A course covering a period of three years and including some features not embraced in the two years' course, it is believed, would attract a sufficient number of students to justify itself. The graduates in general readily find opportunities to begin the work of teaching, and in almost every town throughout the section from which students come to Salem the fact of graduation from a normal school is regarded as a distinct recommendation for an applicant. A vast number of inexperienced teachers must every year be employed throughout the Commonwealth in the places of those who, from one cause or another, have fallen from the ranks; and, while no previous training or preparation can insure success to all these beginners, the popular judgment is apparently firm that graduation from a normal school is an important safeguard against failure.

The model schools were continued as before. At the beginning of the spring term Miss Richmond of the first grade was transferred to the kindergarten, in place of Miss Skinner, who resigned to accept a position in New York City. Miss Maud Vanston of Brockton was selected to take charge of the first grade, and her work has given great satisfaction. The schools have won for themselves a marked and unusual degree of popularity in the community, besides supplying the opportunity for observation to our own students.

STATISTICS FOR THE YEAR ENDING JUNE 21, 1899.

1. The whole number of students belonging to the school during the year was 178. Of this number, Essex County sent 98; Middlesex, 48; Suffolk, 12; Plymouth, 2; and Berkshire and Hampshire 1 each. The State of New Hampshire sent 8; Maine, 5; Louisiana,

1; and there were 2 from Nova Scotia. The whole number of students connected with the school since its opening in September, 1854, is 4,399.

2. The number of students admitted to the school during the year was 107, of whom 99 were members of the junior class. Of these, 8 had had previous experience in teaching. The average age of the new students at the beginning of the school year in September, 1898, was 19 years, 2.9 months. Of the number admitted, Salem sent 9; Somerville, 8; Melrose, 7; Lynn, 6; Cambridge, 5; Everett and Beverly, 4 each; Amesbury, Chelsea, Gloucester, Haverhill, Malden, Marblehead, North Reading, Peabody and Revere, 3 each; Georgetown, Groveland, Ipswich, Manchester and Medford, 2 each; and Boston, Bradford, Belmont, Cheshire, Danvers, Marion, Merrimac, Nahant, Newburyport, Lynnfield, North Andover, Salisbury, Scituate, Stoneham, Swampscott, Wakefield, Ware and West Newbury, 1 each. There were 5 from New Hampshire and 4 from Maine.

3. The occupations of the fathers of the new students were as follows: mechanics, 26; merchants and traders, 15; farmers, 15; manufacturers, 8; overseers, 5; civil engineers, 3; public officials, 3; laborers, 2; teamsters, clergymen, physicians and printers, 1 each; unknown, 5.

4. The number graduated from the two years' course, June 21, 1899, was 55; and from the advanced course, 2. Certificates for one year's special course were also awarded to 2 students. The total number of graduates from the two years' course, in eighty-five classes, is 2,280; and from the advanced course, 130.

ELMER H. CAPEN,
GEORGE I. ALDRICH,
Board of Visitors.

STATE NORMAL ART SCHOOL, BOSTON.

GEORGE H. BARTLETT, PRINCIPAL.

INSTRUCTORS.

GEORGE H. BARTLETT, lecturer on historic ornament and the principles of design, instructor in blackboard drawing; ALBERT H. MUNSELL, EDWARD W. D. HAMILTON and ERNEST L. MAJOR, drawing and painting from the antique figure and life model, composition, artistic anatomy; MERCY A. BAILEY, light and shade drawing from animal form, water-color painting from still-life; ANSON K. CROSS, free-hand drawing, light and shade, perspective, model drawing theory; RICHARD ANDREW, free-hand drawing, light and shade, perspective; VESPER L. GEORGE, light and shade drawing, design; GEORGE JEPSON, descriptive geometry, mechanical drawing, shop work; CYRUS E. DALLIN, modeling from antique and life, composition; ANNIE E. BLAKE, modeling and casting, design in the round; HARRY J. CARLSON, building construction, architectural drawing, design; M. LOUISE FIELD and WILHELMINA N. DRANGA, drawing in the public schools; JOHN L. FRISBEE, ship draughting; ELIZABETH J. HINCKLEY, curator.

Since the last annual report, the annex, which is proving more and more its adaptability to the purposes of the school, has been equipped with the necessary furniture. Its walls have been painted and its ceilings tinted, its large lecture hall being especially pleasing to the eye, by reason of its soft, harmonious green coloring. Its corridors, as well as those of the old building, have been painted in a subdued stone color, chosen with reference to making dark passages light, and as a neutral background for pictures and casts. All this work was satisfactorily and promptly done by Mr. George Hughes of Cambridge. The plumbing of the old part has been materially changed by T. Costello & Co. of Lowell, to the great advantage of the health of the school.

Five large cases, furnished by the Judkins Showcase Company, Boston, have been placed in the lower hall, to serve as a nucleus for a museum of various examples of applied art, from

which specimens can be taken, and carried into the class room to serve as illustrations of the subjects there studied. It is also hoped that many manufacturing firms will loan to the school from time to time, in the interests of art education, examples of applied art, since the exhibits in the hall are intended to serve for the use of superintendents and teachers of drawing in the State, as well as for the immediate benefit of the normal art pupils. Now that the building is completed, we are enabled to put forth our utmost capacities in helping to develop the many applications of art, to enrich the teacher's vocation and to be one of the chief factors in stimulating a pure and healthful recognition of art throughout the State.

The faculty has been increased by engaging Mr. Vesper L. George four days each week, as teacher of design and of light and shade drawing; and Mr. Richard Andrew, as teacher in Class A each school day. Already have the beneficial results of this increased and detailed supervision been seen in the general discipline and tone of the school. The sculptor, Cyrus E. Dallin, also gives two half days as teacher of modeling from life.

The public school class is under the joint care of Miss Field, Miss Dranga and Mr. George, while Mr. Bartlett is instructing the class how to demonstrate on the blackboard every kind of subject the pupils may have to teach, which of necessity includes insect, bird, animal and human form. No pupil can to-day be considered as well equipped for the profession of teaching unless he is able to render freely and rapidly on the blackboard the thoughts he wishes to arouse in the minds of his pupils; to express action on a flat surface; to catch the fleeting moods of a child; and to develop balance of parts in a composition. To the end also of realizing the beauty and logic of form, even in kindergarten clay objects, the pupils of the public school class are now obliged to give a certain number of hours each week to modeling in clay, under the direction of Miss Blake. Surely it is for a *normal* art school to impress upon its graduates the need for a comprehension, at least, of an all-round art education, and to try to give them such proficiency in this education as shall enable them to become leaders, each one in the place where he works or teaches. It is the

spirit and meaning of art that we are endeavoring to make part of the very nature of a teacher of drawing.

We are confronted, however, with the problem, more plainly than are other normal schools, of how far to commend for the position of teacher the fitness of a pupil who has passed her examinations and handed in her "sheets" according to the minimum requirements. Technically, she has fulfilled the demands made upon her; artistically, she has not proved her serviceableness. To correct faultlessly the rendering of a group of models when in her turn she has become teacher; to talk well about historic schools of painting; to draw fairly from casts, or to work agreeably in color, whatever may be the medium, is neither high nor broad art nor noble teaching, which should include the unranked factor of personal fitness. A past record, as graduate, of tests of merit faithfully fulfilled does not atone for the lack of the spirit of idealism and of beauty, by which the sternest aspects of industrial art and the wearily minute phases of the art teacher's profession can be enriched. In guaranteeing equal opportunity to all and in constantly raising the standard of excellence, the State is doing her utmost to receive equal service of the highest order from all her pupils.

It is a matter of regret that more young men do not become instructors of drawing. Doubtless the salaries received by those following one or another of the opportunities offered by industrial art are more remunerative than a teacher's income; but in not one of those pursuits is there a wider opportunity for personal fame or for patriotic service. Many of the young women teachers and superintendents are of exceptional ability, but, if co-education is valuable in the moral influence it exerts over pupils, the co-teaching of men and women is stimulating to the educational art forces of the State.

The spirit of art throughout the State was ennobled by the exhibit of drawing held in Copley Hall, Boston, September 26-October 2. The various tendencies in art education were there plainly, perhaps unconsciously, set forth, and on the whole were very gratifying. The exhibit of the Normal Art School was in a smaller hall by itself, adjoining Copley Hall, the examples of work in the public school class ranging from the

kindergarten to the high school. A large case of plaster casts from the antique and from life showed also fine examples of original design. The mechanical, constructive and architectural exhibits contrasted excellently with the work in charcoal, in oil and water color from still life, nature and the human figure. The principal of the school was one of the committee of arrangements, and to him, with his associates, were due the admirable arrangements of spacing, hanging and cataloguing. During the time of the exhibition a public conference of teachers, artists and friends was held at the hall of the school, the frankness and fairness of speech there expressed being most helpful.

Several lectures were given in the course of the year at the school: Dr. Thomas M. Balliet, superintendent of schools at Springfield, giving four on "The Relation of Art to Psychology;" Dr. A. H. Tuttle of Cambridge spoke on the "Value of Drawing from a Surgeon's Standpoint." Mr. Joseph Stuart, head of the designing department of the Cocheco Print Works, lectured on "The Textile Industries," and Miss Irene Weir, supervisor of drawing in Brookline, lectured on "Drawing and Child Life," — each speaker fully illustrating his or her subject. Mr. Frederick T. Hopkins, Supervisor of Drawing in the Boston Public Schools, gave six lectures to the public school class in regard to their future work; and Mr. Frederic P. Vinton, by invitation of the Massachusetts Normal Art School Alumni Association, spoke to its members and also to the school on the "Life and Works of John Sargent."

Each year the ideals of the school seem more imperative, as renewed devotion from each one of the faculty promises greater fruition.

The statistics of the school for the year are as follows: —

1. Total number of students, 322, — men, 63; women, 259. Number in attendance at the present time (Nov. 2, 1899), 276.
2. Average age of the students, 22 years.
3. Graduates in June, 1899: public school class, 32; class in mechanical drawing, 5; class in industrial drawing, 10; total, 47.
4. Appointments since Oct. 1, 1898, of past pupils to be teachers and supervisors of drawing, 33. (Returns not yet received from many who, there is reason to believe, are teaching.)

5. Number of students from the several counties in the State, 1898-99: Suffolk, 93; Middlesex, 116; Essex, 23; Norfolk, 12; Worcester, 28; Plymouth, 12; Bristol, 3; Hampden, 4; Berkshire, 2; Hampshire, 2; Franklin, 2; Blackstone, 1; total, 198.

6. Students from other States are distributed as follows: Maine, 3; Vermont, 1; New Hampshire, 4; Rhode Island, 2; Connecticut, 2; New York, 2; Illinois, 2; Pennsylvania, 3; Indiana, 2; Michigan, 1; Ohio, 1; Missouri, 1; total, 24. Total from other States and Massachusetts for the year, 322.

7. Occupations of the fathers of students, 1898-99: professional, 44; insurance, 10; journalists, 6; farmers, 19; manufacturers, 30; commercial business, 24; merchants, 43; contractors and builders, 12; mechanics, 31; other callings, 27; total, 246. Deceased, 53; retired, 23; total, 322.

KATE GANNETT WELLS,
GEORGE H. CONLEY,
E. B. STODDARD,

Board of Visitors.

STATE NORMAL SCHOOL, WORCESTER.

E. HARLOW RUSSELL, PRINCIPAL.

INSTRUCTORS.

E. HARLOW RUSSELL, principles of education, theory and art of teaching, reading, psychology of childhood; REBECCA JONES, elementary methods, supervision of apprentices, sewing, cooking; CHARLES F. ADAMS, arithmetic, geography, geology, physics; HELEN F. MARSH, music, drawing; ELLEN M. HASKELL, history of education, civics, general method, English; EDWARD L. SUMNER, choral singing; ARABELLA H. TUCKER (clerk), botany, penmanship; Mrs. LOUISE R. DREW, head kindergartner; OLIVE RUSSELL, assistant kindergartner; ANNA P. SMITH (librarian), arithmetic, algebra, geometry, methods, supervision of apprentices; AMY L. BOYDEN, head teacher of primary class, elementary methods; HENRIETTA A. MURRAY, gymnastics, school games; FRANK DREW, physiology, psychology, principles of teaching, nature study; HORACE G. BROWN, English grammar, composition, history; EMMA A. PIKE, English, algebra, methods, supervision of apprentices.

Facilities for observation and practice are furnished in the schools of Worcester.

IN GENERAL.

The visitors of this school have grown accustomed to finding it running smoothly and with efficiency. On any day when a visit happens to be made, there are full numbers present, both of teachers and students, and there is cheerfulness and buoyancy of spirit manifest everywhere. The visitors cannot call to mind any school within their knowledge or recollection in which a better mutual understanding or a larger measure of good will has prevailed than is seen here, and this condition has existed without interruption for many years. This is due perhaps in equal degree to the reasonableness of the requirements and the docility and good sense of the students. There

is hearty co-operation and mutual respect, and we believe that no school of like numbers better deserves to be called self-governing.

INSTRUCTORS.

But a single change of importance has occurred in the teaching staff during the past year. Mrs. Marion J. Sumner, for many years a most skilful and acceptable director of our students in choral singing, has yielded her place to her son, Mr. Edward L. Sumner, who appears to have inherited the musical abilities of his parents, and whose work thus far seems fully up to the high standard that has always been maintained in this department.

APPRENTICESHIP.

The advanced apprenticeship, whereby the term of practice so essential to the complete equipment of a normal graduate has been doubled, — amounting now to a full year exclusively devoted to schoolroom service, — is proving a most important step in advance. Its popularity with the students is shown by the fact that, though strictly voluntary, it is elected with practical unanimity.

COURSE FOR COLLEGE GRADUATES.

The special course hitherto offered to college graduates has now been enriched by adding to it a half-year of suitable practice or apprenticeship, thereby strengthening their ability as teachers at what is usually considered its weakest point. The largely increased enrolment of students of this class the present year is evidence that the improvement in this feature of the course is appreciated.

THE PRIMARY ROOM.

The enlargement of the primary school room, for which an appropriation of one thousand dollars was made last year, was completed in season for occupancy at the beginning of the fall term. The addition is handsome architecturally, and affords a most welcome relief from the cramped condition of last year, besides adding to the appearance of the schoolroom a certain spaciousness that is very pleasing to the eye.

NEEDED REPAIRS.

Two of our boilers that have seen a service of more than twenty-five years are showing signs of weakness, and will soon have to be replaced by new ones.

ACKNOWLEDGMENT.

The visitors take this opportunity to express their thanks to Prof. Josiah Royce, of Harvard University, who at his busiest season attended the graduation exercises in June, and gave to the school and its friends a noble anniversary address.

STATISTICS.

The subjoined statistics give in condensed form such facts as may afford further evidence of the character and prosperity of the school:—

1. Number of students for the year, 197.
2. Number admitted in September, 1899, 73; number admitted since the opening of the school, in 1874, 1,590.
3. Average age of pupils admitted, 19 years, 2 months.
4. Residences of pupils admitted: Worcester County, 67; Middlesex County, 4; Maine, 1; Vermont, 1; total, 73.
5. Occupations of pupils' parents: mechanics, 26; laborers, 9; farmers, 5; moulders, 4; teamsters, 4; superintendents, 4; watchmen, 3; designers, 3; contractors, 2; expressmen, 2; merchants, 2; musician, hotel-keeper, dentist, baker, fireman, policeman, drug-gist, engineer, commercial traveller, 1 each; total, 73.
6. Number in graduating class, June, 1899, 38; number of graduates since 1876, 845.
7. Average age of graduating class, June, 1899, 22 years, 2 months.
8. Library: reference books reported last year, 5,166; volumes added this year, 251; total, 5,417. Text-books reported last year, 6,410; volumes added this year, 449; worn out, 212; total, 6,647. Whole number of volumes in the library, 12,064.

E. B. STODDARD,

J. D. MILLER,

Board of Visitors.

STATE NORMAL SCHOOL, FITCHBURG.

JOHN G. THOMPSON, PRINCIPAL.

INSTRUCTORS.

JOHN G. THOMPSON, pedagogy; E. A. KIRKPATRICK, psychology and child study; PRESTON SMITH, natural science; HELEN M. HUMPHREY, mathematics and history; FLORA E. KENDALL, English and geography; ANNETTE J. WARNER, drawing; ELIZABETH D. PERRY, music and physical culture; ABBY P. CHURCHILL, nature study; JOSEPH T. WHITNEY, manual training.

Practice Schools: CHARLES S. ALEXANDER, principal; NELLIE B. ALLEN, MARY I. CHAPIN, MATTIE A. COLE, supervisors.

Model Schools: Kindergarten, EMILY M. SMITH, principal; GEORGIANA H. JUBB, assistant; Grade 1, L. FRANCES JONES; Grade 2, IDA M. AUSTIN; Grade 3, CAROLINE HAGAR; Grade 4, ALICE C. PLUMER; Grade 5, MARY E. McCONNELL; Grade 6, BLANCHE L. RUSSELL; Grade 8, ROLINA H. LEWIS; Ungraded, MARY L. MERRILL.

Practice and Model Schools: ANNETTE J. WARNER, supervisor of drawing, ELIZABETH D. PERRY, supervisor of music and physical culture; ABBY P. CHURCHILL, supervisor of nature study; JOSEPH T. WHITNEY, supervisor of manual training.

IN GENERAL.

The general plan of the work at the Fitchburg Normal School has been fully explained in previous reports. As the ends aimed at this year have been the same as before, it is not necessary to repeat these explanations. In the adaptation of means to these ends, however, there have been such changes as experience and observation seemed to warrant. As a result, the work this year in all departments has been more effective than that of any previous year. There are, of course, better things still to be desired, as there always must be while "there is anything beyond;" but there has been sure progress.

ADVANCED COURSE.

Something may now be added to that which was said in the last report of those who remain in the school for a third year

of study and practice. This work is in no way the same as that of the four years' advanced course in Bridgewater. One end proposed in this extra year is a broader study of those subjects in the regular course of two years, which, for lack of time, must be passed with something of haste. But this is not all; perhaps it may be said that it is not the main thing. It is true that there is a great and growing need of this extra study, but there is another need also, which must be emphasized. In speaking before the Worcester County teachers of his twenty-five years' experience in the normal school, Principal Russell said: "I have often been tempted to ask for two additions to the normal faculty. One I would have visit, during their preparatory course, those who were to enter the normal school. The time of the other should be used in helping graduates in the early days of their teaching, giving them sympathy and encouragement until such time as they were able to stand upon their teaching feet."

To give, in connection with the study already mentioned, just that help, encouragement, sympathy and inspiration which a beginner in the work of teaching so much needs, is the full purpose of this advanced course. At this point two things must be considered. First, the financial condition of most of those who attend our normal schools is not such that they can well give a third year of time and expense to the work, even if facilities for training could be found. Therefore for that part of the time devoted to training, these pupils should receive pay. There are other reasons for this, which need not be urged here. Second, the expense to the State for this work should be as small as possible and still secure the best results.

How to do this third-year work—in itself of the greatest importance—in the best way and at the least expense was the problem. The first year of experience with it the supervision was entrusted wholly to one of the normal teachers; but, as this took most of her time, it was thought that some of this expense might be saved and still good results secured. If this was possible, it was certainly desirable. Having this in mind, an arrangement was made with the school committees of Leominster and Lunenburg whereby certain of the graduates were elected as teachers at a fair salary. The schools so

selected were near enough to the normal school, so that, by a division of the work, the necessary supervision could be given by the normal teachers themselves, in addition to their regular teaching. In most of these cases the graduates have been visited twice a week; they have been given suggestion and encouragement and such direct help as they seemed to need. The results have been most satisfactory, and the work which these young teachers are doing demonstrates the utility of this plan.

In Fitchburg, a somewhat different arrangement seemed best. As there were not enough of the pupil teachers this year for all the rooms at Day Street, two of the graduates were taken for that work, in place of teachers from outside. Of course these are under the care of the regular supervisors. A few others have been placed as masters' assistants in the grammar schools of the city. A part of their salary is paid by the city and a part comes from the money received for the practice school. In return, the master in each school is to give these teachers most of the supervision, but a general oversight is had by the normal teachers. In this case the expense is small and the results most satisfactory. On Saturday these teachers are present at the normal school, and take such work as they are able to carry, and either before or after their term of teaching they are expected to spend six months in study, as above indicated. It is not simply that the plan lessens very much the chance for failure, but far more that, by the help and inspiration thus given, these teachers will do better and more effective work ever after. It is essential that this help and criticism be made sympathetic, suggestive and inspiring. When it is so, as we believe that it has been the past year at Fitchburg, the good accomplished is too evident to need an argument. The only regret is that so few of those who would be glad to take this course can be accommodated. Eleven in all is the number for the past year.

NEW MODEL SCHOOL BUILDING.

In the last report, attention was called to the fact that there was need of a new building on the normal school grounds for the use of the model schools. By the joint action of the

Legislature and the city of Fitchburg, this building has been provided for. At the March meeting of the Board it was voted that the city of Fitchburg be requested to provide plans for this new building. At the meeting in May the plans so prepared were adopted by the Board. Some modifications of the original draft had to be made in order to reduce the expense, but the building is now in process of erection substantially as then planned. The bids for the heating and plumbing are not yet received, and for this reason it is impossible to say whether or not, under the great advance in the price of all kinds of building material, the work can be completed within the appropriation.

LECTURES.

During the year the following lectures have been given at the normal school. The attendance has often been such as to tax to the utmost the capacity of the main hall. No other money expended by the State in connection with its normal schools pays a better return, so far as we can judge.

Mr. William J. Mann, — American History.

Supt. I. Freeman Hall, — Unity of School Work.

Hon. Alfred S. Roe (two lectures) : —

The Governors of Massachusetts.

The Passion Play.

Dr. Thomas H. Mann, — Personal Recollections of a Rebel Prison.

Rev. George R. Hewitt, — Robert Burns.

Mr. Henry T. Bailey, — Constantinople.

Prof. John M. Tyler, — The Education of Mankind and of the Child in the Light of the Doctrine of Evolution (twelve lectures) : —

Introduction: The Teacher and the State.

The Theory of Evolution.

The Beginnings of Structure.

Worms and their Descendants.

Vertebrates: Backbone and Brain.

The Survival of the Fittest.

The Sequence of Function.

The Sequence of Motives.

Inherited Results of Experience.

Man and his Possibilities.

Nature Study in our Schools.

The Teacher's Problem.

Mr. Frank M. Chapman, — The Educational Value of Bird Study.
Prof. Edward Howard Griggs, — Education for the Art of Life
(Graduation Address).

The statistics for the year ending Aug. 31, 1899, are as follows:—

1. Number of students for the year, 99, — 96 women, 3 men; number in the entering class, 46, — 43 women, 3 men; number of graduates for the year, 27; number receiving certificates for special courses, 1.
2. Whole number of students admitted since the opening of the school, 245, — 239 women, 6 men.
3. Number of States represented in the membership of the school for this year, 5.
4. Number of counties in Massachusetts represented, 5.
5. Number of towns in Massachusetts represented, 24.
6. Average age of entering class, 19.5.
7. Number who have had experience as teachers, 13.
8. Occupation of parents: contractors, 2; skilled laborers, 10; farmers, 5; superintendents and foremen, 4; merchants, 6; professional men, 3; machinists, 8; not living, 8; total, 46.
9. Number of pupils in school Dec. 1, 1899, 104.

J. D. MILLER,
E. H. CAPEN,
Board of Visitors.

STATE NORMAL SCHOOL, NORTH ADAMS.

FRANK FULLER MURDOCK, PRINCIPAL.

INSTRUCTORS.

FRANK FULLER MURDOCK, psychology, pedagogy; ROLAND W. GUSS, science; CHARLES H. STEARNS, manual training; LYMAN R. ALLEN, history, geography; ANNETTE M. BARTLETT, mathematics, music; MARY A. PEARSON, drawing, color; CATHERINE W. PARKER, English, vocal expression; ANNIE C. SKEELE, physiology, physical culture.

Training School: MRS. DONNA D. COUCH, principal; ROSA E. SEARLE, HARRIETTE P. RYDER, EDITH M. DUNNING, HANNAH E. MAGENIS, MARION L. WEBSTER, ANNA S. COYLE, AGNES E. WALKER, F. A. CLARKE, FANNIE FOOTE, SUSAN G. LOMBARD, SARAH E. BOWER, EMMA H. TINGUE, MARGARET F. COLLINS, OLIE M. HILLIARD, SUSAN A. CLEGHORN.

Kindergarten: DELLA M. WEBB, principal; LILIAN S. DANIELS, assistant.

During the year Miss Coyle resigned to accept a position in Plainfield, N. J., and Miss Agnes E. Walker of Chelsea was appointed to the charge of the fifth grade. Miss Dunning resigned in August because of home duties; but the vacancy has not been filled, as it is hoped that she may return in the spring. The June promotions caused a union of the two sixth grades into one seventh, and the formation of two fifth grades, the total number of classes remaining the same. The work of the second fifth grade is in charge of Miss Sara A. Browne, an efficient graduate of the first class.

The effectiveness of the work in all departments has distinctly increased. More work has been done, with more freedom, with greater regard for children's and students' interests, and with beneficent reflex influence upon the teachers. The entering class has taken hold of the new work with unusual zest, and is making highly commendable progress. The first class completed its two years of work in January, when 7 left

to begin teaching. The others remained until the close of the spring term. Twenty-four members of the first class, 26 of the second, and 3 from the kindergarten course, 53 in all, were graduated in June. Of these, 5 have returned for graduate courses and practice, 46 are teaching, for the most part in western Massachusetts. The class of September, 1899, has a large proportion of experienced teachers, mature young women, and these are a vital factor in promoting earnestness, fidelity and nobility of spirit. The immediate and wide demand for graduates and the incoming of experienced teachers for professional training prove the wisdom of establishing a normal school in this section.

The kind of work in observation and practice at the training school is as previously described. The amount of work has been increased, and the ease and facility with which it is done have noticeably improved. Better qualities have become prominent, as results of the stress laid upon the study of children, close observation of teaching in its effect on teachers and taught, and upon the greater emphasis put on the preparation and planning for each exercise to be conducted. This careful previous attention to the adaptation of the subject-matter has produced excellence in the teaching of the students more than the earlier, more frequent attempts to teach, with less thoughtful preparation. Right thought-habits based on the observed teaching of children lead the students at once in their practice-teaching to regard children's interests and conceptions. Teaching has thus become earlier a matter of child-leading, instead of the mere repetition of informing processes.

It is a matter worth much consideration, whether, within the limits of a two years' course, it should be expected that twenty-seven subjects should receive professional attention, and that a large share of this time should be devoted to observation and practice in the training schools. If a three years' course, instead of being permissive, were regularly prescribed, with the possibility of completing the course earlier, if previous experience or exceptional ability warranted, there would then be time to do a larger measure of justice to the present course and to add such other subjects, *e.g.*, Latin, as would enable the normal schools to fit for all the grammar grades and to secure in grad-

uates a preparation more nearly commensurate with the needs of ordinary child life. As long as the regular course covers but two years, the likelihood of failure in the normal schools to meet the present educational demands on teachers must be acknowledged with regret.

During the summer the school committee refinished the interior of the training school building, placed picture mouldings and display boards in the various rooms, and supplied cases and cabinets, thus bringing the equipment into a thoroughly first-class condition. We do heartily thank the school committee, other members of the city government and the citizens for their continued interest and support.

In accordance with the vote of the Legislature, land to the west and south of the original lot was purchased. Grading plans have been secured, and such work as is possible during the fall is being done. The finishing of grades, sodding and seeding must be deferred to the coming spring.

STATISTICS.

1. Number admitted in September, 88,—man, 1; women, 37. Whole number enrolled during the year ending Aug. 31, 1899,—100: men, 4; women, 96.

2. Average age of September class, 1899, 20 years, 5 months.

3. Number of students from Massachusetts: Berkshire County, 88; Franklin County, 6. New Hampshire, 3. Vermont, 3. Cities and towns represented, 27.

4. Occupations of parents represented: farmers, 26; lumber dealer, 1; produce dealer, 1; painters, 4; foremen, 8; laborers, 6; engineers, 4; contractors, 4; coachman, 1; druggist, 1; hotel proprietors, 2; blacksmiths, 4; grocers, 4; lawyer, 1; stone mason, 1; electrician, 1; miller, 1; chief of police, 1; shoemakers, 2; carpenters, 2; superintendents of schools, 3; clerks, 2; merchant, 1; superintendent of mill, 1; wool sorter, 1; wood dealer, 1; tinsmith, 1; furniture dealers, 2; engraver, 1; advertising agent, 1; janitor, 1; soldier, 1; insurance agent, 1; teamster, 1; shoe dealer, 1; tailor, 1; plumbers, 2; machinist, 1; cigar maker, 1.

FRANKLIN CARTER,
E. B. STODDARD,

Board of Visitors.

STATE NORMAL SCHOOL, HYANNIS.

W. A. BALDWIN, PRINCIPAL.

INSTRUCTORS.

W. A. BALDWIN, psychology, pedagogy, history of education; MINERVA A. LAING, chemistry, mineralogy, drawing; BERTHA M. BROWN, biology, mathematics; FREDERIC H. HOLMES, geography, manual training, physics; LINA L. LOVERIDGE, English, history; EVA A. HICKOX, physical culture; EDMUND F. SAWYER, vocal music.

Training School: RICHARD WALLACE MARSTON, principal, grades 8 and 9; Mrs. NELLIE E. WILBAR, grades 6 and 7; EVA A. HICKOX, grades 5 and 6; ISADORE M. JONES, grades 3 and 4; MARIA FULLER, principal of primary department, grades 2 and 3; IDA E. FINLEY, grade 1.

IN GENERAL.

The school at Hyannis enters upon its third year of existence with many causes for encouragement. It is having a steady growth in the number of students, both for the regular and for the summer sessions. The quality of the students, both as to their preparation and their native ability, averages higher with each entering class. During the first year 41 students were registered. During the second year 31 of these returned and 24 new ones entered, making the registration for the year ending Aug. 31, 1899, 55. In June a class of 28 was graduated, and it was expected that the entering class would not be sufficient in size to make good the loss. An advanced course was established, and several of the graduates returned to take this course. The registration for the current year is 13 in the advanced class, 16 in the senior class and 31 in the junior class, or a total of 60, of which number 51 are women and 9 are men. The registration for the summer of 1899 was 125 for five weeks, and this would be equivalent to 15 or 16 for forty weeks. This number, added to the 60 registered for the regular session,

makes a total of 75, which may fairly be considered as the number for which the school is now providing educational advantages.

This school, which was established especially for Barnstable County, is already, in its third year, attracting a good number from outside its immediate territory. Of the last entering class of 31, it will be seen that 15, or about one half, are from other parts of the State. This may be accounted for in part by the advertising which the school gets through its summer session, in part by its healthful, retired location, in part by its fine dormitory accommodations, and in part by the opportunity offered for individual attention and a large amount of practice in the training school.

TEACHERS.

During the past year there have been three changes in the teaching force, one being in the normal and two in the training school. In June Misses Maria D. McLeod and Ildah M. Chaney resigned their respective positions in the training school, and Misses Isadore M. Jones and Ida E. Finley were elected. Both are teachers of large and successful experience, and the latter had been for some time a teacher in the Pawtucket Training School. In August Miss Emma Blanche Macleod, the teacher of history and literature in the normal school, resigned. Miss Lina L. Loveridge, a graduate of the Oswego Normal School, who had studied also at Oberlin and had had considerable experience, was elected to fill the vacancy.

DORMITORY.

Every room in the dormitory is now in use. As the school increases, it will be necessary to arrange for the board of students in families in the village, and it seems probable that not many years will elapse before another dormitory will be needed.

TRAINING SCHOOL.

The work of the training school at Hyannis is arranged on a somewhat different basis from that in the other schools of the State. It may not, therefore, seem amiss to include in the present report a brief statement of the work of this branch of the school.

The training school is made the centre toward which all of the work of the school converges. We have a school of over 200 children, with all grades below the high school, in a fine modern building next the normal school grounds. The pupils are seated in six rooms of ordinary size, and under conditions as nearly normal as is possible in a training school. Each room is in charge of a teacher, who is responsible for the progress of the children in her room throughout the year. The principal of the training school has particular charge of the normal students when training in the grades from the fifth to ninth inclusive; the principal of the primary department has charge in the grades below the fifth.

The connection between the normal and training schools is very close. Every teacher of the normal school does some regular teaching of the children in the training school during a part of the school year. He also supervises the work of his department in the training school. Every teacher but one of the training school teaches a method subject to the normal school students. All teachers meet together weekly for the discussion of pedagogical subjects.

At the beginning of the second quarter of the senior year the students begin to spend four or five hours a week in carefully supervised observation in the training school. They observe all of the machinery of the school in connection with a study of school management. They observe work in primary reading, as presented to the children by the teacher who is giving them methods in the subject. In fact, a large part of the work in methods in primary reading, primary and advanced number and physical training is given in connection with and by means of the class exercises in the regular schoolroom. With the exception of a little professional work at the normal school, the last half of the senior year is devoted to observation and practice. Students are assigned to either primary or grammar sections, in accordance with their desires or apparent fitness. They are at once set to observing and assisting. As fast as a student develops sufficient power, he is given a class to teach in one subject. He prepares each lesson under the supervision of the teacher in charge of that subject, and his teaching is criticised by this teacher and by the principal of the

department in which he is teaching. As soon as seems advisable, another subject is added, and before completing the course the student is given an opportunity to have full charge of a room.

Each student has to do about six weeks of observation work and fifteen weeks of teaching in the regular two years' course. In the advanced or four years' course, besides the teaching done in the regular course, each student teaches one subject for a whole year or two subjects for twenty weeks each.

STATISTICS FOR THE REGULAR SESSION.

1. Number of students registered September, 1899: men, 9; women, 51; total, 60.
2. Number of students registered since Sept. 9, 1897: men, 15; women, 80; total, 95.
3. Average age of entering class when admitted, 18 years, 6 months.
4. Number who have had experience as teachers, 1.
5. Residence of pupils: Barnstable County, — Barnstable, 2; Yarmouth, 2; Dennis, 4; Harwich, 1; Brewster, 2; Truro, 1; Provincetown, 4; total, 16. Dukes County, — Cottage City, 1. Bristol County, — Fall River, 6; Pottersville, 1; total, 7. Suffolk County, — Boston, 2. Norfolk County, — Quincy, 2; Norwood, 2; Atlantic, 1; total, 5.
6. Occupations of pupils' parents: sea captains, 5; merchants, 4; farmers, 3; carpenters, 2; manufacturers, 2; gardener, commercial traveler, potter, painter, letter carrier, printer, tailor, 1 each.

SUMMER SESSION.

The second year of the summer session, which was held July 6 to Aug. 9, 1899, proved as successful as the first. One hundred and twenty-five teachers were in attendance, this being a small increase over the number of the first year. The majority of the members of the faculty of the previous year had returned, and about one third of the students were the same. This gave an air of continuity and stability to the work, which is usually lacking in summer schools. It also enabled the instructors to enter at once and with confidence upon the work, following lines similar to those which had been found advisable during the previous year. Regular recitation work commenced upon

the first day and was continued throughout the full five weeks. The work was intensive in character, and nearly every teacher present did substantial work along some one definite line for five weeks.

This summer school seems to have passed the experimental stage, and bids fair to prove a permanent factor in the upbuilding of the educational ideals of the teachers now in service. Many superintendents are advising those of their teachers who are strong enough to study hard for five weeks of their vacation, and who are anxious to improve both in knowledge and method in some particular subject, to attend this school.

Nearly all of those who attended this school during the summer of 1899 have registered for the session of 1900.

In connection with the appropriation for the support of the normal school at Hyannis for the regular session of the current year, the sum of \$3,000 was voted for the maintenance of the summer session. In view of the manifest value of the work which is being done by this summer school, the board of visitors deems it advisable to set aside a like sum for its support during the summer of 1900.

The faculty for the summer session consisted of the following: —

W. A. BALDWIN, B.S., principal; CATHARINE L. BIGELOW, instructor, Boston Normal School of Gymnastics; FREDERICK L. BURNHAM, supervisor of drawing, North Adams, Mass.; FREDERIC H. HOLMES, instructor in physics, State Normal School, Hyannis; IDA H. HYDE, B.S., Ph.D., Cambridge, Mass.; H. ANNIE KENNEDY, supervisor of nature work, Quincy, Mass.; MARY E. LAING, instructor in psychology, State Normal School, Oswego, N. Y.; E. BLANCHE MACLEOD, instructor in literature, State Normal School, Hyannis; CHARLES D. MESERVE, A.B., instructor in mathematics, Newton High School, Newton, Mass.; EDMUND F. SAWYER, instructor in music, State Normal School, Hyannis; C. L. G. SCALES, instructor in history, State Normal School, Oswego, N. Y.; CHARLES P. SINNOTT, B.S., instructor in geography, State Normal School, Bridgewater, Mass.; HARLAN P. SHAW, instructor in chemistry, State Normal School, Bridgewater, Mass.

The students were 125 in number. A statement of their experience and preparation is given in the following table: —

Average age (years),	26
Average years of experience,	6

Number of students graduated from college,	7
Number of students graduated from normal schools,	17
Number of students graduated from training classes,	17
Number of students graduated from high schools,	77
Number of students who had attended college,	9
Number of students who had attended normal schools,	14
Number of students working for diploma,	64

GEORGE I. ALDRICH,
ALICE FREEMAN PALMER,
Board of Visitors.

STATE NORMAL SCHOOL, LOWELL.

FRANK F. COBURN, PRINCIPAL.

INSTRUCTORS.

FRANK F. COBURN, psychology, principles of education, school organization and school government; HUGH J. MOLLOY, mathematics; MABEL HILL, history, civil government and history of education; LAURA A. KNOTT, English grammar, rhetoric and literature; ANNA W. DEVEREAUX, kindergarten theory and practice and child study; ADELIA M. PARKER, supervision of practice work; LYMAN C. NEWELL, chemistry, physics and geology; WALTER J. KENTON, drawing, geography and manual training; GRACE D. CHESTER, zoölogy, botany and physiology; ALMA E. HURD, physical culture; VESTA H. SAWTELLE, music; MARY HUSSEY, reading and vocal training.

Model School: CYRUS A. DURGIN, principal; BELLE A. PRESCOTT, CHARLOTTE M. MURKLAND, BELLE F. BATCHELDER, BLANCHE A. CHENEY, AMY S. TUCKE, MARIA W. ROBERTS, CARRIE E. ERSKINE, MARY E. WALSH, M. IDA HOWE, FANNIE M. SPOONER, GRACE B. ALVORD, BERTHA J. CURTIS, ALICE D. SUNBURY, VIOLA G. BURR, FRANCES CLARK, assistants; WALTER J. KENTON, drawing; VESTA H. SAWTELLE, music.

Kindergarten: E. BELLE PERHAM and CLARE S. REED.

The close of the second school year, June 20, 1899, marked the graduation of the first class. The exercises on this account were of especial interest, and the assembly hall was tested to its utmost capacity by the friends of the school. The members of the graduating class fully realized the responsibility resting on them as the first representatives of the school and displayed the same earnestness of purpose and loyalty to the institution which had characterized their entire course. The graduating class numbered 43, 36 in the regular two years' course and 7 in the kindergarten department. With one exception, all the graduates are at the present time engaged in teaching.

There has been only one change in the teaching force of the normal school during the year. The model and practice school has its full number of regularly elected teachers. Since the last report the following teachers have been nominated by the principal of the normal school and elected by the school committee: Bertha J. Curtis, a graduate of the Geneseo Normal School, four years' course; Frances Clark, a graduate of the Framingham Normal School, and recently a teacher in the Fitchburg practice school; Viola G. Burr, a graduate of the Johnson, Vt., Normal School, and for several years a teacher in the Plymouth, N. H., Normal School; and Alice D. Sunbury, a graduate of the training school, and formerly a teacher in the Bartlett School.

The practice school consists of sixteen rooms, — twelve grammar, three primary and one kindergarten, and in addition to this the city has tendered the use of eleven kindergartens in various parts of Lowell.

The first year's course demands, in addition to regular school work, a certain amount of observation in all the above-mentioned grades. This observation work commences as soon as possible after the opening of the fall term, and is carried on under careful supervision. Each student spends one entire week in the kindergarten, and after that the time and frequency of the observation depend on the individual plan and method of the departmental teachers in the normal school. Written reports are required of all such observation, so that in every way, through personal supervision and written expression, the pupils' impressions are wisely guided and accurately defined.

With the beginning of the second year comes the actual practice work. Each pupil is given three months' experience, — one month at a time, — in three different grades. These grades are assigned by the critic teacher or supervisor, after careful consideration of a pupil's needs and aims. In some cases it has also been found possible to obtain the opportunity for practice in teaching in the neighboring towns about Lowell. During the latter part of the practice experience, the student has full charge of the room. The three months' teaching consists entirely of morning work, so that the afternoons are left free for class instruction and individual assistance from the

critic teacher. The successes and failures of the morning are freely discussed, and detailed plans are made for the following day. The personal attention of the instructors is given to all theoretical and material things that may help or hinder a student's subsequent career.

The pupil teacher does not realize the full meaning of the professional side of her work till she is placed in full charge of a room, face to face with her pupils, and is held responsible for their government and instruction. The term of service, which covers a period of three months, is a good test of her ability as a disciplinarian, and brings out pretty clearly her weak points as a teacher. Success in this department is an important factor in the granting of a diploma, and already there have been several cases where it has been found necessary to withhold the diploma on account of failure in practice work, although the other school work was satisfactory.

The normal training course for kindergarten teachers covers, with its graduate term, a period of three years. This course is now fairly established, and offers an opportunity for kindergarten training under the most favorable conditions. The twelve schools furnished for observation and practice are situated in different sections of the city, and include in their enrolment 1,045 children from families of varied circumstances. It too frequently happens that kindergarten schools include only children from the more fortunate classes. The following is a brief statement of the work of this course.

In the first year, the kindergarten students take the regular normal school course. They meet the supervisor of the kindergarten department once a week, for instruction in principles and methods and in the use of the gifts and occupations. Early in the year a week of morning visits is spent in the different kindergartens, while in the afternoons, reports are presented to the supervisor, and an opportunity is given for discussion. The primary and lower grammar grades are then visited, so that some knowledge may be obtained of work in the higher grades, and of its relation to the kindergarten. Each student is required to make a study of one or more children, and to submit the results of her observations in a written report.

In the second year all the forenoons are spent in the schools, — a part of the time in observation and a part in practice. Each student spends ten consecutive weeks in one school, and is given the opportunity to take full charge of the room, under supervision. Afternoons are spent at the normal school, in the study of theory, including mother play and symbolic education, psychology, games, gifts, occupations, drawing, nature work, gymnastics, voice training and music.

In the graduate year further opportunity is given for observation and practice. Instruction is given in advanced kindergarten theory, including the pedagogy of the kindergarten and the education of man, crystallography, laboratory work in zoölogy and botany, with special reference to their application to the kindergarten, and weekly discussions on the making of programs. The graduate course was formed this year, and has a membership of fifteen.

The appropriation by the Legislature of 1899 has been partially expended in furnishing the different laboratories with necessary apparatus. The manual training room is receiving its outfit and will be ready for use before this report appears. Plans have been drawn for constructing eight shower baths in the room adjoining the gymnasium. Gegenstrom heaters are to be used with these baths, insuring the instantaneous production of hot water at any temperature and in any desired quantity, with no danger of scalding. The lot in the rear of the building has been graded, a portion of it being reserved for tennis courts and basket ball.

STATISTICS.

1. Number of students for the year, 135, — 129 women, 6 men.
2. Number in entering classes, 72, — junior, 54 ; graduate, 18.
3. Number of graduates for year, 43.
4. Whole number of students admitted since opening of school, 260.
5. Average age of pupils admitted, 18 years 6 months.
6. Of the entering class, Middlesex County is represented by 8 towns ; Essex County, by 2 towns ; Norfolk County, by 1 town ; the State of Maine, by 1. Lowell furnishes 26 pupils ; Lawrence, 8 ; Woburn, 5 ; Andover, 4 ; Winchester, 3 ; and Waltham,

Wamesit, Salem, Hyde Park, and Tyngsborough, and Presque Isle, Me., 1 each.

7. Occupations of pupils' fathers: farmers, 5; merchants, 5; real estate, 3; laborers, 4; mechanics, 3; engineers, 2; curriers, 2; engraver, 1; shipper, 1; superintendent, 1; contractor, 1; tailor, 1; wool sorter, 1; paper hanger, 1; clergyman, 1; manufacturer, 1; policeman, 1; weaver, 1; operator, 1; iron moulder, 1; salesman, 1; bookkeeper, 1; overseer, 1; agent, 1; not reported, 13.

GEORGE H. CONLEY,
KATE GANNETT WELLS,
Board of Visitors.

SIXTY-THIRD ANNUAL REPORT
OF THE
SECRETARY OF THE BOARD.

REPORT OF THE SECRETARY.

To the State Board of Education and the General Court.

The secretary of the State Board of Education is required by law to report annually to both your honorable bodies such information as he may gather about the condition of the schools of the Commonwealth, as well as such suggestions as he may deem it expedient to make for their welfare. In accordance with this requirement, the sixty-third report of the secretary is herewith respectfully submitted.

SUMMARY OF STATISTICS FOR 1898-99.

I. Number of Public Day Schools.

1. Number of towns, 321; cities, 32. Total, 353.
All have made the annual returns required by law.
2. Number of public schools, the unit of comparison being a single school which has one head or principal, whether the school has one teacher or several, 4,628
Increase for the year, 18
3. Number of public schools based on the single class room as the unit of comparison, 10,121
Increase for the year, 258

II. Enrolment, Membership and Attendance.

1. Number of persons in the State between the ages of five and fifteen years May 1, 1898, 449,099
Increase for the year, 7,747
2. Number of persons of all ages in the public schools during the year 1898-99, 471,977
Increase for the year, 15,836
3. Average membership of pupils in all the public schools during the year 1898-99, 890,900
Increase for the year, 12,130

4. Average attendance in all the public schools during the year 1898-99,	360,317
Increase for the year,	11,170
5. Percentage of attendance based on the average membership,	92
6. Number of children under five years of age attending the public schools,	8,954
Increase for the year,	1,252
7. Number of persons over fifteen years of age attending the public schools,	45,318
Increase for the year,	618

III. Teachers and Wages.

1. Number of men employed as teachers in the public schools during the year,	1,197
Increase for the year,	23
2. Number of women employed as teachers in the public schools during the year,	12,205
Increase for the year,	176
3. Number of different teachers employed in the public schools during the year,	13,402
Increase for the year,	199
4. Number of teachers required by the public schools,	11,959
Increase for the year,	281
5. Number of teachers who have attended normal schools,	5,404
Increase for the year,	317
6. Number of teachers who have graduated from normal schools,	4,687
Increase for the year,	262
7. Average wages of male teachers per month in the public schools,	\$136 23
Decrease for the year,	\$1 27
8. Average wages of female teachers per month in the public schools,	\$51 41
Decrease for the year,	\$0 03

IV. Length of Schooling.

1. Aggregate of months (twenty school days each) all the public schools have been kept during the year,	95,250 $\frac{1}{2}$
2. Average number of months the public schools have been kept during the year,	9 $\frac{3}{8}$

V. High Schools.

1. Number of high schools,	262
Increase for the year,	1
2. Number of teachers in high schools,	1,440
Increase for the year,	56

3. Number of pupils in the high schools,	40,003
Increase for the year,	1,870
4. Amount of salaries paid to principals of high schools, . .	\$369,641 30
Increase for the year,	\$4,423 92

VI. Evening Schools.

1. Number of cities and towns having evening schools, . . .	50
2. Number of evening schools,	767
3. Number of teachers,	1,227
4. Number of pupils: male, 24,154; female, 12,250; total, .	36,404
5. Average attendance,	* 18,245
6. Expense,	† \$207,738 85
7. Increase in the number of pupils for the year,	3,968
8. Increase in the expense for the year,	\$19,072 42

VII. Cost of Schools (Taxation).

1. Amount raised by taxation and expended for the support of public schools, including only wages and board of teachers, transportation of pupils, fuel for the schools and care of fires and schoolrooms,	\$8,763,716 03
Increase for the year,	\$471,395 91
2. Expense for transportation of pupils (<i>included</i> in the foregoing amount raised by taxation),	\$127,409 22
Increase for the year (<i>included</i> in the foregoing increase),	\$4,376 81
3. Expense of supervision for the year,	\$338,564 23
Increase for the year,	\$5,432 24
4. Salaries of superintendents (<i>included</i> in the foregoing amount for supervision),	\$210,881 77
Increase for the year,	\$1,842 64
5. Expense of books, stationery and school supplies, . . .	\$535,376 27
Decrease for the year,	\$7,529 49
6. Sundries (school reports, school census, and such items as cannot be classified elsewhere),	\$333,847 34
Decrease for the year,	\$1,602 43
7. Amount expended in 1898-99 for new schoolhouses, . .	\$2,742,617 11
Increase for the year,	\$22,705 10
8. Amount expended for alterations and permanent improvements in schoolhouses,	\$291,408 51
Decrease for the year,	\$259,595 97
9. Amount expended for ordinary repairs,	\$569,284 58
Increase for the year,	\$26,130 77

* On page lxxiv of the Abstract the average attendance of the Boston evening schools is given as 4,002. This return was subsequently corrected by Boston so as to read 5,995. The average attendance for the State is, therefore, 18,245 instead of 16,262, as given in the Abstract.

† The expense of the Cambridge evening schools should have been recorded on page lxxiv of the Abstract as \$4,854 instead of \$14,854, as there given, making the total expense \$207,738.85 instead of \$217,738.85, as there given.

VIII. Cost of Schools (Voluntary Contributions, etc.).

1. Amount of voluntary contributions for the public schools,	\$84,876 03
Decrease for the year,	\$7,079 17
2. Amount of local school funds the income of which can be appropriated to schools and academies,	\$3,103,047 59
Increase for the year,	\$103,945 33
3. Income of local funds appropriated to schools and academies,	\$137,609 39
Decrease for the year,	\$65 28
4. Income of funds appropriated for public schools at the option of the town, as surplus revenue, tax on dogs, etc.,	\$85,626 99
Decrease for the year,	\$18,170 99
5. Income of State school fund paid to towns in aid of public schools in 1899,	\$94,521 12
Increase for the year,	\$4,502 61

IX. Academies and Private Schools.

1. Number of incorporated academies,	56
2. Whole number of pupils in academies for the year,	5,523
3. Amount of tuition paid in the academies during the year,	\$423,876 54
4. Number of private schools,	368
5. Whole number of pupils in private schools during the year,	65,937
6. Amount of tuition (largely estimated),	\$683,477 65

X. Miscellaneous.

1. Expenditure from the State school fund for apparatus and books of reference for the year 1898-99,	\$2,174 84
Decrease for the year,	\$819 58
2. Aggregate returned as raised by <i>taxation</i> and expended upon the public schools alone, <i>exclusive</i> of repairing, altering and erecting schoolhouses (see VII., 1, 3, 5 and 6),	\$10,021,503 87
3. Average based on the above (X., 2) for each child in the State between five and fifteen years of age,	\$22 31
4. Average based on the above (X., 2) for each child in the average membership of the public schools,	\$25 63
5. Aggregate returned as received from <i>all sources</i> , public taxation and private funds or contributions, and expended, upon the public schools alone, <i>exclusive</i> of repairing, altering and erecting schoolhouses (see VII., 1, 3, 5, 6, and VIII., 1, 4, 5),	\$10,286,528 01
6. Average based on the above (X., 5) for each child in the State between five and fifteen years of age,	\$22 90

* See footnote on next page.

7. Average based on the above (X., 5) for each child in the average membership of the public schools, . . .	\$26 31
8. Aggregate returned as raised (or to be raised *) by <i>taxation</i> and expended upon the public schools, <i>inclusive</i> of repairing, altering and erecting schoolhouses (see VII., 1, 3, 5, 6, 7, 8, 9), . . .	\$13,624,814 07
9. Average based on the above (X., 8) for each child in the State between five and fifteen years of age, . . .	\$30 33
10. Average based on the above (X., 8) for each child in the average membership of the public schools, . . .	\$34 85
11. Aggregate returned as received from <i>all sources</i> , public taxation and private funds or contributions and expended upon the public schools alone, <i>inclusive</i> of repairing, altering and erecting schoolhouses (see VII., 1, 3, 5, 6, 7, 8, 9, and VIII., 1, 4, 5), . . .	\$13,889,838 21
12. Average based on the above (X., 11) for each child in the State between five and fifteen years of age, . . .	\$30 92
13. Average based on the above (X., 11) for each child in the average membership of the public schools, . . .	\$35 53
14. Percentage of the total State valuation raised by <i>taxation</i> and expended on the public schools for the purposes stated under VII., 1, . . .	.003 $\frac{17}{100}$
15. Percentage of the total State valuation raised by <i>taxation</i> and expended on the public schools for the purposes stated under X., 2, . . .	.003 $\frac{22}{100}$
16. Percentage of the total State valuation raised (or to be raised *) by <i>taxation</i> and expended on the public schools for the purposes stated under X., 8, . . .	.004 $\frac{22}{100}$

* Most of the money expended in erecting new buildings is borrowed on notes or bonds. Its payment by taxation, therefore, is usually distributed, through the agency of sinking funds or in other ways, over a series of years. Such money is reported for the year when it is actually expended on the buildings, not for the year or years when it is raised by taxation for purposes of repayment.

ANALYSIS OF THE STATISTICAL RETURNS FOR 1898—1899.

A UNIFORM SCHOOL YEAR.

Diversities in Fiscal Years.—In the sixty-second report attention was called to existing diversities in the fiscal years of the several towns and cities. It was there shown that 44 towns and cities close their fiscal years on various dates in January, 74 in February, 131 in March, 6 in November, 75 in December, and 23 in months not reported. The financial statistics of the present report, that is to say, the various amounts expended for school purposes, do not, therefore, and, in the nature of the case, cannot, cover a year that is the same for all towns and cities. It answers practical purposes well enough if the grand totals show expenditures for a kind of State composite year, — an average, as it were, of 353 local and largely non-coincident years.

Diversities in School Years.—It was also shown in the sixty-second report that 29 towns and cities close their school years at different times in January, 1 in February, 186 in March, 27 in June, 4 in November, 39 in December, and 67 in months not reported. In numerous cases the school year and the fiscal year of a town do not coincide.

A Uniform School Year desired.—While there would be certain advantages if all the towns and cities had the same fiscal year and the same school year, the latter also coinciding with the former, a uniform fiscal year is out of the question. The several fiscal years are determined by widely varying considerations, of which the schools are but a single factor. The uniformity that would serve the schools might prove vexatious for other purposes.

A uniform school year, however, is not only feasible but highly desirable. It is wanted for attendance and educational purposes only, not for fiscal purposes. The best period for the uniform year desired begins with the opening of the schools in the fall and ends with their close the following summer. It is what is popularly called the natural school year. The years or grades of a school course begin in the fall; promo-

tions take effect then ; new teachers very generally enter upon their work then ; new work by the pupils is begun then ; it is the general commencement season for all that pertains to the schools. In June or July the schools close for the summer vacation ; thousands graduate therefrom ; thousands more withdraw at that time ; and the rest, with few exceptions, leave for good the grades in which they have worked for a year. Indeed, it is safe to say that in passing from the summer to the fall there is a change of grades or rooms or teachers, or of all combined, for more than three hundred thousand pupils. For these and other reasons the summer vacation of the schools divides the old from the new more noticeably than New Year's day itself. School statistics for a year that begins on one side of this summer vacation and ends on the other are somewhat difficult to gather with accuracy ; they are especially liable to be impaired by errors of duplication. For many years past the majority of the cities have been reporting attendance data for the natural school year. The statistics for a school year ending in June are usually collated by such cities the ensuing fall, and published in their school reports during the winter or in the early spring. They are then in shape for the annual returns, which school committees are required by law to make to the State in April. If small towns adopt the same policy, as they must if they report for the natural school year, their returns will not be so fresh as at present, but they will be as fresh as the returns have been for many years past for a large proportion of the pupils of the State. The school attendance returns for a uniform school year will necessarily lag behind the school money returns for the non-uniform fiscal years ; but the two sets of returns may be safely used together in determining the cost of the schools per pupil. In changing from a local school year to the natural, it will be necessary at first to duplicate certain statistics that have already been reported.

In recommending that school returns be made for the natural school year that extends from summer vacation to summer vacation, great reliance is placed on the judgment of the local school authorities. In the case of 260 towns the superintendents of schools or the chairmen of school committees approved the proposition for the change ; in the case of 67 towns, they

expressed either indifference or a desire for coincidence in school and fiscal years; and in the case of 26 towns, no responses to inquiries were elicited.

The New School Census. — The school census has heretofore been taken May 1, too late for the natural school year that began the previous September, and too early for the one beginning the following September. The school census would prove most useful, it was claimed, if taken at the opening of the schools in the fall. Accordingly the Legislature of 1898 ordered that it should be taken each year thereafter for September 1 instead of May 1, the work of the enumerators to be completed by October 1. Census books were prepared by the State Board of Education, with directions for keeping them, and sent out in August, 1899, to all the towns and cities. This census, when properly taken, furnishes the basis for the enforcement of the compulsory attendance laws during the natural school year. That is, it shows what pupils are within the compulsory age limits September 1, what pupils recorded in the census will come within those limits during the school year following September 1, and what pupils recorded in the census will emerge from those limits during the same year. The only children that might escape the attention of the school authorities are those that move into town after one census is completed and before the next is begun. The first census under the new law was taken for Sept. 1, 1899. Its data will be called for in the annual returns to be made by the school committees to the State in April, 1900. They will appear in detail in the report of the Board based on such returns, namely, the sixty-fourth report, which must be presented to the Legislature the third Wednesday in January, 1901. Meanwhile, they will appear in the local school reports. Since the census returns of the present report were obtained from the school committees in April, 1899, they are based on the census of May 1, 1898.

The following diagram is taken from the census book. It gives at a glance the age classes to be enumerated in the school census, as well as the age classes affected by the employment laws: —

CLASSES TO BE ENUMERATED IN THE SCHOOL CENSUS			PERSON'S AGE.		HOW MINORS ARE AFFECTED BY THE EMPLOYMENT LAW	
			NO. OF THE YEAR.	IN YEARS.		
ILLITERATE MINORS WHO MUST ATTEND SCHOOL IN PLACES THAT MAINTAIN AN EVENING SCHOOL.	CHILDREN WITHIN THE COMPULSORY AGE LIMITS * FROM SEVEN TO FOURTEEN.	CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE.	1st		CANNOT BE EMPLOYED IN ANY FACTORY, WORKSHOP OR MERCANTILE ESTABLISHMENT, IF UNDER FOURTEEN.	
			2nd	1		
			3rd	2		
			4th	3		
			5th	4		
			6th	5		
			7th	6		
			8th	7		
			9th	8		
			10th	9		
			11th	10		
			12th	11		
			13th	12		
			14th	13		
			15th	14	CANNOT WORK WITHOUT AN AGE & SCHOOLING CERTIFICATE.	ILLITERATE MINORS CANNOT WORK * IN PLACES THAT MAINTAIN AN EVENING SCHOOL UNLESS THEY ATTEND SCHOOL.
			16th	15		
			17th	16		
			18th	17		
			19th	18		
			20th	19		
			21st	20		

* "In any factory, workshop, or mercantile establishment" (chapter 494, Acts of 1898).

A complete and trustworthy school census requires that there shall be a careful house-to-house canvass. When thoroughly taken it renders the following service : —

1. It makes known the number of children between the ages of five and fifteen.

2. It shows how many of these children come within the compulsory school attendance ages of seven and fourteen, and who they are.

3. In comparison with the enrolment lists of the public schools on the one hand and the facts of private school attendance on the other, it enables the authorities to know how thoroughly the compulsory attendance laws of the State are obeyed.

4. It reveals, as a further result of such comparison, what cases it is the duty of the truant officers to investigate, with reference to securing their compliance with attendance laws.

5. It gives the names and number of illiterate minors over fourteen years of age.

6. It materially aids the authorities in enforcing the employment laws relating to minors.

The school census books when filled out should be retained by the school committee.

The New School Register.— A new form of school register was prepared in 1899 and sent out in season for the opening of the schools in September. Heretofore the registers have been sent out in January. The change in the time of sending them out harmonizes with other measures that have been adopted to secure attendance returns for a uniform school year.

The rules for keeping the new register were not adopted until they had received thorough consideration from numerous judges, including the association of Massachusetts school superintendents. In order to insure a permanent record of them they are here reproduced : —

I. *General Direction.*— The register should be kept each session, *in ink*, in such a way that a *final report of the membership and attendance for that session — one that shall receive no subsequent amendment whatever* — may be made at the close of that session.

II. *Statutory Requirements.*— Section 19, chapter 496, Acts of 1898, requires : —

1. That the “several school teachers shall faithfully keep the

register of attendance *daily*, and make due return * thereof to the school committee or to such person as such committee may designate."

2. That "no teacher of a public school shall receive payment for services for the two weeks preceding the close of any single term until the register, *properly filled up and completed*, is so returned." *

3. That "registers shall be kept at the schools and at all times during the school hours shall be open to the inspection of the school committee, the superintendent of schools, the truant officers, and the secretary and agents of the State Board of Education."

4. That, "in reckoning the average membership and the percentage of attendance in the schools, no pupil's name shall be omitted, in counting the number of persons belonging to the school and the number of absences of such persons, *until it is known* that such pupil has withdrawn from the school without intention of returning, or, in the absence of such knowledge, *until ten consecutive days (or twenty consecutive half days) of absence have been recorded*."

5. That "a pupil who is *not present at least half of a session shall be marked and counted as absent* for that session."

III. *Enrolment List*. — The register should be kept for the commonly recognized school year that runs from one summer vacation to the next. Registers hereafter will be furnished annually in season for the opening of the schools in the fall. *On the day that a pupil enters the school write his name in full, using no diminutives, in the enrolment list, with such additional facts as are there called for; but if the pupil has previously attended any other school in the town or in the State within the school year so as to be enrolled there, his name should not appear at all in the enrolment list of this register. It should be entered, however, in the supplementary list.*

IV. *Absence, Tardiness and Dismissal*. — Absence may be indicated by a perpendicular line (thus, |), tardiness by a perpendicular line with a horizontal line across the top (thus, T), and dismissal by a perpendicular line with a horizontal line across the bottom (thus, ⊥). Tardiness and dismissal that occasion absence for more than half the session may be indicated by absence marks with the letters *t* and *d* written after them to show the circumstances (thus, |^t |^d).

* Returns for the terms of the school year are in addition, therefore, to that summary for the school year for which provision is made in this register. School committees frequently require monthly returns in addition to term returns, or in place of them, and furnish blanks for the purpose. In the absence of specific directions from the school committee, the statutory requirement is sufficiently met if the teacher sends to the school committee at the close of each term a statement of the total membership, the average membership, the average attendance and the percentage of attendance for said term.

V. *Cessation of Membership.* — On the school date when it becomes known (*not before*) that a pupil has ceased to be a member of the school, write the letter L (or the word *Left*) against his name. When, in the absence of knowledge that a pupil's membership has ceased, ten full days of absence have been recorded against him, write the letter L against his name on the eleventh day (unless he returns on that day) to indicate that his name is dropped from the membership. The same should be done in all cases when ten full days of absence have been recorded. *Absences recorded against a pupil before his name is dropped from the membership must stand and be counted.** Should the pupil subsequently return during the year, a horizontal line drawn from the letter L to the date of return (such re-entrance to be indicated by the letter E) would conveniently show the period of non-membership. If a pupil enters after the beginning of the school year, a similar line may be drawn from the beginning to the date of entrance to indicate the non-membership period.

If a pupil is suspended or expelled from school for misconduct, his membership ceases on the school date when such suspension or expulsion goes into effect.

VI. (a) *Total Membership.* — The total membership for any length of time is the number of different pupils in attendance during that time or any portion of it.

(b) *Average Membership.* — To find the average membership for the same time, divide the sum of the numbers giving the membership for the several school sessions of that time by the number of such sessions.

(c) *Average Attendance.* — To find the average attendance for the same time, divide the sum of the numbers giving the attendance for the several school sessions thereof by the number of such sessions.

Or deduct the average absence for the same time (which is found by dividing the sum of the numbers giving the absences for the several school sessions of the time by the number of such sessions) from the average membership for that time.

(d) *Percentage of Attendance.* — To find the percentage of attendance for the same time, divide the average attendance for that time by the average membership for that time.

VII. *Other Directions.* — 1. Cases of promotion or transfer to

* The fact that a pupil's absence is constrained by statute or by a board of health or by a physician or in any imperative way does not release the teacher from following the requirements of the statute to record his absence as therein directed.

other schools, of removal from town, of death, etc., that occur within the school year should be noted under the head of "Remarks" in the enrolment list (or, for pupils previously enrolled elsewhere during the school year, under the same head in the supplementary list). 2. If the school is closed for one or more days, note the fact and the reason therefor in the register space allotted for such day or days, but do not make out constructive or fictitious records of attendance for days when school is not kept. 3. Other forms of registers are permissible, provided they include all the items required by law.

The Ten-day Rule of the New Register. — The most important change from the rules of the old register is that requiring the dropping of a name from membership after ten days' absence, instead of after five. While most of the towns and cities observed the five-day rule of the old register, some deemed it too indulgent, and so adopted rules of their own. Boston, for instance, did not drop a name until a month had expired. Indeed, there are pretty strong reasons for not dropping a name at all until it is certain that the pupil is not to return. When it was proposed to incorporate a rule in the statutes to secure uniformity of practice in this matter, one month was originally fixed upon as the period after which the name of absentees should be dropped. This was thought by many to be too pronounced a departure from the old rule, and so a compromise period of two weeks was adopted. The new rule will reduce percentages of attendance somewhat, but not the attendance itself. On the contrary, its legitimate effect is to improve the attendance. It puts a premium on looking after absentees more sharply. If, for example, a pupil withdraws from school without notice, the indifferent teacher will mark him absent for ten days under the rule, and then drop his name. The vigilant teacher will learn the situation so promptly as to be able to drop the name after recording but one or two absences. Much of the irregular attendance of a school comes from pupils who need to be sharply looked after. Dismissing them from thought after five days, as permitted under the old rule, was dismissing them from thought when their welfare and their relation to that of the State required that they should not be thus summarily dismissed.

The Final-record Rule of the New Register. — Another rule of the new register is that the record of a session shall be so kept that a final report of the membership and attendance for that session — one that shall receive no subsequent amendment whatever — may be made at its close; and the other rules are so framed as to make it feasible to obey this rule. The temptation to change the record is often great, particularly when the pupil has left school, but the teacher, in ignorance of the fact, has continued to mark him absent. “When the fact is discovered, why not erase the absence marks and record the pupil as having left on the day the withdrawal occurred?” the teacher asks. To this inquiry several answers are possible. One is, that some teachers have facilities for making such changes, while others have not. In a school with a single teacher, for example, the teacher has full control of the register, and might revise it at pleasure. In a school with numerous teachers, each of whom is required to report daily the attendance data for a portion of the school to a central office, it is inconvenient, and sometimes impossible, to change returns once made. It is important, in the latter case, that, whatever the data reported, they should stand. Attendance data once reported to the school committee — and in some places they are so reported at frequent intervals — are still further beyond the reach of amendment. That some teachers should be permitted to amend their records, while others, by force of circumstances, cannot do so, is obviously unfair. It should be noted, moreover, that, in proportion as the rule is strictly observed, carefulness in making the original entries is promoted, and slovenliness in erasing and changing them discouraged. Once more, if indulgence in dropping names after two weeks of absence is authorized, there should be a certain compensating stringency in retaining them before the two weeks are up. The important point is to secure uniformity of basis in the State attendance returns. If they are worth gathering, they are worth painstaking.

Registers for Private Schools. — Section 13, chapter 41 of the Public Statutes, requires private schools to make annual returns of such statistics as the Board shall prescribe. It is important that such statistics as may be called for shall be

made up on the same basis as those of the public schools. Attendance data, for instance, should conform to the attendance rules of the State register. Enrolment data should conform to the enrolment rules of the State register. Just as the public schools return the numbers of children, boys and girls, in attendance who are under five years of age, between five and fifteen, over fifteen and between seven and fourteen, so the private schools should return the numbers of such children, and so on. Now, if the private schools are not furnished with the appropriate directions and blanks for keeping a systematic record of such data as the Board desires, they cannot be blamed if they are unable to furnish them when requested to do so. The State register contains all the directions which they need for recording attendance data, and the appropriate blanks for making a return thereof. If the Board were to prepare a special set of rules and blanks for the private schools, it would not vary materially from the register now in use. Several private schools have recently asked for registers. Their requests have been granted, the right being reserved to charge for the registers or to regard them as State property, should it be deemed necessary to do so. But no attempt has yet been made to furnish registers to private schools systematically. The traditions of the office, on the whole, have been against such furnishing, for fear it might contravene the eighteenth amendment to the Constitution; but the reasons for furnishing them have nevertheless seemed so strong that the opinion of the Attorney-General was recently sought with reference to the legality of so doing. In a reply, dated Sept. 25, 1899, to an inquiry from the secretary of the Board, the Attorney-General says:—

By Public Statutes, chapter 41, section 13, it is made the duty of persons in charge of "private educational institutions to make a report in writing to the State Board of Education of such statistics as the Board may prescribe, relating to the number of pupils and instructors, course of study, cost of tuition and the general condition of the institution or school under their charge." Section 14 of the same chapter makes it the duty of the Board to prepare blank forms of inquiry for said statistics, and to send the same to every such institution or school on or before the tenth day of May in each year.

Your letter of the 14th inst. states that the Board has prepared a new school register for the use of the public schools in the Commonwealth. The expense of this register is authorized by the Statutes of 1899, chapter 111, which provides that: "The Board of Education may spend annually a sum not exceeding one thousand dollars, for the printing and distribution of such school registers, school blanks and forms for the returns of school committees as said Board is required by law to furnish to the towns and cities of the Commonwealth." The question submitted by your letter is, whether the Board may send these registers to the officers of private educational institutions, for the purpose of compiling the statistics required.

Inasmuch as it is the duty of your Board to prepare blank forms of inquiry for statistics to be furnished by private educational institutions, if in the judgment of the Board the school registers provided for the public schools are well adapted to be used for the purpose of obtaining statistics from private educational institutions which the Board is required to obtain, and for which purpose it must provide blank forms of inquiry, I see no reason why you may not use the registers for that purpose.

If registers are accurately kept on the State basis by private schools, they will serve many purposes, among which these three are conspicuous: —

1. In conjunction with the registers of the public schools, they will show the facts of attendance for all the children of a town or city. The entire field will be covered. It is the legal duty of the school committee to know all these facts, and, if they indicate unlawful absence in either class of schools, to take discreet measures to correct it.

2. They will enable the private schools to make satisfactory returns in response to such inquiries as the State may legally make through the Board of Education.

3. They will help the private schools to look after the attendance of their own pupils with increased efficiency and to their mutual advantage.

It is needless to add that the increased trustworthiness of the attendance data gathered from uniformly kept public and private school registers will be of value to the private schools as well as to the State.

SCHOOL ATTENDANCE.

Enumeration and Enrolment of Children.

I. Table showing the Number of Children between Five and Fifteen Years of Age in the State; also the Annual Increase for Ten Successive Years, from May 1, 1889, to May 1, 1898.

	Number of Children.	Increase.		Number of Children.	Increase.
1889, . .	370,116	2,331	1894, . .	408,898	8,573
1890, . .	376,491	6,375	1895, . .	417,335	8,437
1891, . .	382,956	6,465	1896, . .	431,387	14,052
1892, . .	390,039	7,083	1897, . .	441,352	9,965
1893, . .	400,325	10,286	1898, . .	449,099	7,747
Average increase,			8,131		

Comments on Table I.—The foregoing table shows an increase in the enumeration over that of the preceding year of 7,747. This is 2,218 less than the increase a year ago, and 437 less than the average annual increase for the past ten years. Hampden, Middlesex and Suffolk counties show the largest increase, the figures being 1,176, 1,477 and 2,811 respectively. Franklin, Nantucket and Bristol counties show a decrease of 23, 40 and 139 respectively. The variations from last year's returns, so far as the towns and cities are concerned, are generally in the way of a slight increase, this increase holding a natural relation to the increase in population. The city of Lowell, however, shows a loss of 1,443 children between the ages of five and fifteen, although it reports more teachers than a year ago, more pupils in town and in school between eight and fourteen, and a larger number of different pupils in attendance during the year. This anomaly needs to be considered in connection with the comments made on the Lowell returns in the sixty-first and sixty-second reports of the Board.

II. Table showing the Number of Different Children of All Ages in the Public Schools, with the Annual Increase.

	Pupils of All Ages in Public Schools.	Increase.		Pupils of All Ages in Public Schools.	Increase.
1889-90,	371,492	Increase, 8,326	1894-95,	412,953	Increase, 12,334
1890-91,	376,986	Increase, 5,494	1895-96,	424,353	Increase, 11,400
1891-92,	383,217	Increase, 6,231	1896-97,	439,367	Increase, 15,014
1892-93,	391,745	Increase, 8,528	1897-98,	456,141	Increase, 16,774
1893-94,	400,609	Increase, 8,864	1898-99,	471,977	Increase, 15,836
Average increase,					10,880

Comments on Table II. — The increase for the year is 15,836, which is 4,956 larger than the average annual increase for the past ten years. The total number of different pupils in attendance during the year is 81,077 in excess of the average membership for the year; that is to say, the average membership is 82.8 per cent. of the total number enrolled. The compulsory attendance laws do not apply to pupils under seven and over fourteen. Both within and without the compulsory years, the largest membership on any single day of the year necessarily falls short of the number of different pupils enrolled during the year; and the average membership for the year necessarily falls short of the largest membership at any one time. In other words, the total membership, the largest membership and the average membership for a given period make, as it were, descending steps. Whatever the fall in these steps within the compulsory years, it is greater outside of them.

Entire Number of Children in Public and Private Schools. — If to 471,977, the number of different children in the public schools during the year, there are added 65,937 children reported as being in private schools, and 5,523 children reported as being in academies, the grand total of children at school in the State is found to be 543,437, as against 529,611 reported last year, — an increase of 13,826.

III. Table showing the Private School Movement for the Past Ten Years.

		Number of Academies (chiefly incorporated).	Number of Academy Pupils.	Number of Other Private Schools.	Number of Pupils in these Other Private Schools.	Total Number of Private Schools.	Total Number of Private School Pupils.	Total Number of Public and Private School Pupils.	Ratio of Private School Pupils to all the Pupils in the State.
1890,	. .	92	17,135	419	41,044	511	58,179	429,671	1 to 7.2
1891,	. .	93	16,483	378	42,547	471	59,030	436,016	1 to 7.4
1892,	. .	94	17,250	399	43,355	493	60,605	443,822	1 to 7.3
1893,	. .	94	17,359	350	44,991	444	62,340	454,085	1 to 7.2
1894,	. .	99	17,844	359	48,319	458	66,163	466,772	1 to 7.0
1895,	. .	59	5,484	341	59,204	400	64,688	477,641	1 to 7.4
1896,	. .	52	5,994	359	61,090	411	67,084	491,437	1 to 7.3
1897,	. .	53	5,418	365	63,370	418	68,788	508,155	1 to 7.4
1898,	. .	55	5,817	363	67,653	418	73,470	529,611	1 to 7.2
1899,	. .	56	5,523	368	65,937	424	71,460	543,437	1 to 7.6

Comments on Table III.—In studying the foregoing table, it needs to be noted that the violent changes of figures in passing from 1894 to 1895 are due to a more careful classification of private schools, as explained on page 84 of the sixty-first report.

The private schools show a loss in membership from the preceding year of 2,010. The gains in membership by counties are the following: Berkshire, 166; Franklin, 14; Hampden, 528; Hampshire, 16; Middlesex, 828; Plymouth, 108; Worcester, 1,743. The losses in membership by counties are the following: Bristol, 985; Essex, 1,112; Nantucket, 50; Norfolk, 737; Suffolk, 2,529.

The Private School Returns of Boston.—The returns of the city of Boston show an increase of 3,465 in the number of pupils attending the public schools, as compared with an increase of 2,003 reported a year ago, and a loss of 2,527 in the number attending private schools, as compared with an increase of 4,960 reported a year ago. The total number re-

turned for both public and private schools in Boston is 99,922, as against 98,984 returned a year ago, — an increase of 938.

Outside of Boston the increase in the number of public school pupils was 12,371, as against an increase of 14,771 a year ago; the increase in the number of private school pupils was 517, as compared with a loss of 8 a year ago.

When Attendance upon Public Schools is not required. — Under section 12, chapter 496, Acts of 1898, every child between seven and fourteen years of age must attend some public day school during the entire time the public day schools are in session. Cases of necessary absence are excusable. Such attendance upon the public school is not required, however, when —

1. The child attends an approved private day school for a like period of time.
2. The child has been otherwise instructed for a like period of time in the statutory branches.
3. The child has already acquired the statutory branches.
4. The child is physically or mentally disqualified to attend school.

The right of the parent to send his child to a private school if he sees fit is indisputable. It is assured by statute and unquestioned by the people.

What the Law requires of Private Schools. — Obviously, however, two or three months' instruction in a private school should not be accepted as an equivalent of eight or ten months' instruction in a public school, or a two or three hours' daily session in the one as an equivalent for a five or six hours' daily session in the other, or grossly irregular attendance upon the one as an equivalent for exemplary attendance upon the other, or a poverty-stricken and antiquated curriculum in the one as an equivalent for a rich and modern curriculum in the other. The State, therefore, has ordered —

I. That the attendance of children between the ages of seven and fourteen upon private schools shall be for a like period of time as in the public schools.

II. That the instruction of such children shall be for a like period of time.

III. That, whatever other differences there may be in the

subjects studied, private schools shall teach such children the statutory branches, just as the public schools do. The required elementary branches are these :—

- | | |
|---|---|
| <ol style="list-style-type: none">1. Orthography.2. Reading.3. Writing.4. English language and grammar.5. Geography.6. Arithmetic.7. Drawing. | <ol style="list-style-type: none">8. History of the United States.9. Physiology and hygiene, including special instruction as to the effects of alcoholic drinks and of stimulants and narcotics on the human system.10. Good behavior. |
|---|---|

Other studies are mentioned in the statutes as permissible, but only the foregoing are mandatory.

IV. That the teaching of such children in private schools shall be in the English language, and shall equal in thoroughness and efficiency that of the public schools in the same locality.

The Duty of School Committees towards Private Schools.—The duty of enforcing the State's educational policy is imposed on the local school committee and such officers as it may legally appoint. It is for this body to decide whether parents or children are complying with the school laws or not. From its decisions there is no appeal except to the courts or to the voters; the courts may change the decisions and the voters the committee that made them. All this means that school committees have ample legal authority to satisfy themselves upon any or all of the following points :—

1. Whether private schools are or are not complying with the laws relating to the attendance and instruction of children between the ages of seven and fourteen.

2. Whether such children are or are not being "otherwise instructed" in a statutory sense.

3. Whether such children have or have not "already acquired the branches of learning required by law."

4. Whether the "mental or physical condition" of such children is or is not such as to justify their non-attendance at school.

The presumption is that both private schools and public schools are managed by good citizens, who mean, therefore, to be law-abiding; and that, if the attention of either class of

schools is called to an omitted duty, pains will be taken to attend to it.

The harmonious relations that exist between the authorities of public schools and those of private schools in many of our towns and cities are a guaranty that sound sense and courtesy, united with an appreciation by each of the rights and duties of the other, will secure genuine co-operation in enforcing attendance and instruction laws that are so obviously in the interests of children with whom both have to deal. From such co-operation the approval of the private school, the keeping of its attendance data on the basis of public school rules, and the service of truant officers to enforce attendance there, if necessary, should readily follow. If it is claimed that children are otherwise instructed, or have acquired already the necessary branches of learning, or are physically or mentally unfit to attend school, it is the duty of the school committee to determine, with such discretion as it can command, the validity of these claims. It may, for instance, examine children to find out what branches they have acquired; it may require physicians' certificates in determining their physical or mental condition; if not satisfied that instruction otherwise given meets the legal requirement, it may insist on additional instruction, or, that failing, on the child's going to some public or private school. The law is explicit as to the general duty of the school committee in these matters, but silent as to methods of discharging it. So far as the secretary of the Board knows the views of private schools, they desire to comply with the school laws, to keep such registers as are prescribed for public schools, and, when the need arises, to feel that they may rely on truant officers to enforce attendance. The secretary believes that truant officers may legally serve private schools. Indeed, he does not see how the compulsory attendance laws can be fully enforced without such service. If he has advocated in the past that the school laws should specifically authorize such service, it is because he has deemed it desirable to bring into clearer view what the laws already by implication contain.

Truant Officers and the Private Schools.—The statutes clearly define the duties of the truant officer:—

1. It is his duty to inquire into all cases of habitual truancy and habitual absenteeism. It is not truancy and absenteeism from the public schools only, but from schools in general, whether public or private.

2. It is his duty to look after habitual school offenders, that is, after those pupils under fourteen whose conduct renders them fit subjects for exclusion from school, and who, if not properly attended to, would have to go without that schooling which by law they should receive. Such pupils are not necessarily public school offenders, but offenders at any school, public or private.

3. It is his duty to inquire into all cases of persons who, having the control of children required by law to attend school, fail to cause them to attend school. The school meant is any school to which the person in control of the child has a right to send him, and may, therefore, be either a public school or a private one.

4. The truant officer may legally "make complaints, serve legal processes and carry into execution judgments thereunder" in all the foregoing cases, whether public school cases or private.

The expressed purpose of the school attendance law is to secure the attendance of *all* children within the compulsory age limits in schools of some sort, public or private, as may be chosen. Any service by truant officers that ignores the private schools is, to that extent, a failure to obey the law. It is for the interests of the private schools and the children who attend them, just as it is for the interests of the public schools and the children who attend them, that as impartial and faithful service should be rendered by the truant officers in the one case as in the other. If there are any schools that do not require such service it is to their credit.

There are communities — the office has no data at present to show how many — in which the authorities of both classes of schools intelligently co-operate to respect the spirit of the law. The assumption sometimes made that private schools are likely to resent such service as an interference with their rights is a reflection upon the law-abiding spirit of such schools. As a matter of fact, the rights of private schools lie in an opposite

direction; they are not rights to go without such service, but rights rather to receive it, and to enjoy, in general, the safeguards of the school attendance law. So far as this office is informed discreet school committees may readily reach an understanding with the authorities of private schools, in accordance with which truant officers may render, with the co-operation of both classes of authorities, that full service which the law requires. At any rate it is not fair to question the attitude of private schools in this matter in advance of any adverse experience with it.

Approval of Private Schools.— While parents and guardians are free to send their children to private schools, the law requires that such schools, so far as they give instruction to children between seven and fourteen, shall be approved by the school committee. Children attending a private school not so approved are technically to be regarded as not attending school at all, although, if the persons having control of them are prosecuted for failing to send them to school, it is competent for such persons to show in defence that their children have been “otherwise instructed for a like period of time in the branches of learning required by law to be taught in the public schools.”* Inasmuch as it seems to be the duty of the school committee to treat attendance upon a non-approved private school as no attendance at all, and, therefore, if it lives up to the logical consequences of non-approval, to institute, through the truant officers, proceedings against parents, guardians or other persons in charge of the children whose schooling is questioned or not recognized, — a duty whose discharge would involve prosecutions by the wholesale, and great inconvenience and hardship therewith, — it follows that the school committee ought to take pains to approve all private schools that deal with children between seven and fourteen, and that conform to the law in such dealing. The school committee can legally approve such private schools when they meet the following statutory conditions: —

1. Their teaching in all the studies required by law must be in the English language.

* See Fitchburg School Report for 1894, pages 28-40.

2. Their teaching must equal in thoroughness and efficiency that of the public schools in the same locality.

3. The progress made by the pupils in these schools in the studies required by law must equal that made by the pupils of the public schools during the same time.

4. The private schools must be day schools, kept for a like period of time as the public schools.

Obviously, it would be an unpardonable discrimination to require pupils between seven and fourteen in public schools to be taught in the English language, but not those in private schools; to insist on certain standards of thoroughness and efficiency for such pupils in public schools, and to permit inferior standards for them in private schools; to require certain progress to be made by those pupils in public schools, and to let them show as little as they please in private schools; to require public schools to keep from eight to ten months in the year for their benefit, and not to hold private schools up to the same lengths of schooling for the same purpose. In the interests of children within the compulsory limits, the law applies impartially to public schools and private. The presumption is that reputable private schools respect the provisions of the law and are entitled to approval. School committees, therefore, should inform themselves about such schools. It needs to be repeated, although it is superfluous in general to do so, that school committees, in the discharge of their duties in these important and delicate relations, should aim for such co-operation with the authorities of the private schools as will secure united effort in meeting the wise provisions of the law. Such co-operation is an accomplished fact in many communities, and should be in all communities where private schools exist.

The Service rendered by Private Schools. — Whatever questions, wise or unwise, people choose to raise about private schools, there is no question as to the valuable service they have rendered at critical times in the State's educational history. In the early years of the present century, when public secondary education was nearly extinct, it was the private schools that kept the lamps of the higher learning brightly burning. What may be called our educational renaissance, which began with Horace Mann and his co-workers, is largely due to their in-

sistence that the public schools should be made as good as the better private schools. "Why should not all the children," they pertinently asked, "fare as well in their schooling as the favored few?" It is a good thing for the public school to know that if it fails to do good work the private school will flourish by its side as an indirect but none the less forcible rebuke of public delinquency. Nor is there any question as to the service the private school, particularly that type known as the academy, renders to-day in sparsely settled portions of the State. With its endowments, prestige and ideals, it often serves the public better than any school it could hope to maintain by taxation. Moreover, where the public schools are generally excellent, there are special reasons in occasional environments of the schools, or in certain limitations of their own children, that are held to justify parents, though friends of the public schools, in sending such children to private schools. As to those private schools commonly called parochial, it may be said that, although the State policy is overwhelmingly and irrevocably against sectarian instruction in the public schools, there is no question as to the right, whatever misgivings there may be about the wisdom, of those citizens who believe in connecting religious instruction with ordinary school instruction to maintain private schools for the purpose. They carry a double burden in witness of their sincerity, for they not only pay for the private schools which they use, but they also help pay for the public schools which they do not use. In the thought of these citizens this class of schools renders a service to their children which cannot be rendered by the public schools. Here, then, are the private schools of the State dealing with some seventy thousand children. The State respects their existence, is solicitous that they shall do their work well, desires to keep informed about them, and where they fall short of the legal standards set for all schools that deal with children between seven and fourteen, should see that they duly conform thereto. In all this there is not, there cannot be, the slightest foundation for the preposterous suspicion some affect to entertain that the State seeks to gain control of such schools, or to deprive them in any way of the rights and privileges which are now guaranteed to them by the Constitution and the

laws, as well as by the temper of the people and the unbroken precedents of our educational history.

IV. Attendance Data for Boston for 1897 and 1898.

PUPILS.	Returns of May 1, 1897.	Returns of May 1, 1898.	Increase.	Per Cent. of Increase.
Between 5 and 15, as per school census, . . .	81,947	83,097	1,150	1.4
Between 8 and 14, as per school census, . . .	41,566	48,912	7,346	17.7
Of all ages in the public schools, . . .	81,855	85,320	3,465	4.2
Between 5 and 15 in the public schools, . . .	71,802	75,170	3,368	4.7
Under 5 in the public schools, . . .	1,967	1,978	11	.6
Over 15 in the public schools, . . .	8,086	8,172	86	1.1
Between 8 and 14 in the public schools, . . .	39,702	40,700	998	2.5
Average membership of public schools, . . .	73,128	75,070	1,942	2.7
Average attendance of public schools, . . .	65,331	67,557	2,226	3.4
In private schools, . . .	17,129	14,602	2,527*	14.8*
In public and private schools, . . .	98,984	99,922	938	.9

* Decrease.

V. Attendance Data for the State, excluding Boston, for 1897 and 1898.

PUPILS.	Returns of May 1, 1897.	Returns of May 1, 1898.	Increase.	Per Cent. of Increase.
Between 5 and 15, as per school census, . . .	359,405	366,002	6,597	1.8
Between 8 and 14, as per school census, . . .	217,227	218,924	1,697	.8
Of all ages in the public schools, . . .	374,286	386,657	12,371	3.3
Between 5 and 15 in the public schools, . . .	331,937	342,535	10,598	3.2
Under 5 in the public schools, . . .	5,735	6,976	1,978	21.6
Over 15 in the public schools, . . .	36,614	37,146	532	1.5
Between 8 and 14 in the public schools, . . .	200,664	205,028	4,364	2.2
Average membership of the public schools, . . .	305,642	315,830	10,188	3.3
Average attendance of the public schools, . . .	283,816	292,760	8,944	3.1
In private schools, . . .	56,341	56,858	517	.9
In public and private schools, . . .	529,611	543,437	13,826	2.6

Comments on Tables IV. and V.—In the Boston table (IV.) the two points that attract special attention are the large increase in the number of children between eight and fourteen, as returned by the census enumerators (17.7 per cent., as opposed to .8 in the rest of the State), and the large decrease in the number of private school pupils (14.8 per cent., as opposed to an increase in the rest of the State of .9 per cent.).

As to the first point, it was shown in the sixty-second report, pages 90 and 91, that the returns of the Boston census enumerators for May 1, 1896, and May 1, 1897, could not have covered all the children, inasmuch as they gave only 36,332 children between eight and fourteen for the former date and 41,566 for the latter; while the school census, as far back as May 1, 1893, found 41,198 between those ages, and the State census found on May 1, 1895, 45,568 such children. The number found in the school census for May 1, 1898, was 48,912. While this number is 17.7 per cent. higher than that for May 1, 1897, and 35 per cent. higher than that for May, 1896, it is only 7 per cent. higher than the State census gives for May 1, 1895. Moreover, the number between eight and fourteen that actually attended school shows an increase of but 2.5 per cent. over the preceding year. It is worthy of note that this number, 48,912, is 59 per cent. of the number returned as being between five and fifteen, while the rest of the State returns 60 per cent. of the number between five and fifteen as being between eight and fourteen,—the Boston ratio thus harmonizing very well with the State ratio.

The Boston return of 48,912 is certainly more nearly consistent with related returns than her corresponding returns for the last two years. One cannot help inquiring, however, why it is that there should be so heavy an increase (17.7 per cent.) in the number between eight and fourteen and so small an increase (1.4 per cent.) in the number between five and fifteen, when the latter limits include the former, and the numbers of the children for the two sets of limits are determined by one and the same school census.

As to the second point, Boston reported last year an increase of 4,960 in the private school attendance, and an increase of only 2,003 in her public school attendance. This year Boston

reports a loss of 2,527 in private school attendance, and an increase of 3,465 in public school attendance. Hence the large percentage of loss in private school attendance.

In the State table excluding Boston (V.) the noticeable points are the small increase in the number of pupils enumerated between eight and fourteen, the large increase in the attendance under five due to the kindergarten movement, and the small increase in private school attendance.

In both tables the total membership, the average membership and the average attendance show greater ratios of increase over the preceding year than the number between five and fifteen as returned by the school census, an exceedingly gratifying showing, if the figures from the census are as trustworthy as those from the schools.

VI. Table showing the Attendance upon the Public Schools of Children whose Ages are between Five and Fifteen Years, also of those under Five and over Fifteen, with their Annual Increase and Decrease for a Period of Ten Years.

	Pupils in School between Five and Fifteen Years of Age.	Increase.	Pupils under Five Years.	Increase and Decrease.	Pupils over Fifteen Years.	Increase.
1890, .	336,100	Increase, 4,872	2,578	Increase, 1,448	32,814	Increase, 2,056
1891, .	339,963	Increase, 3,863	3,129	Increase, 551	33,904	Increase, 1,090
1892, .	345,215	Increase, 5,252	2,912	Decrease, 217	35,090	Increase, 1,186
1893, .	353,067	Increase, 7,852	3,283	Increase, 371	35,395	Increase, 305
1894, .	359,762	Increase, 6,695	3,742	Increase, 459	37,105	Increase, 1,710
1895, .	367,047	Increase, 7,285	4,469	Increase, 727	39,437	Increase, 2,332
1896, .	377,067	Increase, 10,020	5,630	Increase, 1,161	41,656	Increase, 2,219
1897, .	390,613	Increase, 13,546	6,868	Increase, 1,238	41,886	Increase, 230
1898, .	403,739	Increase, 13,126	7,702	Increase, 834	44,700	Increase, 2,814
1899, .	417,705	Increase, 13,966	8,954	Increase, 1,252	45,318	Increase, 618
Average increase, 8,648			Average increase, 804		Average increase, 1,456	

Comments on Table VI. — The number of children between five and fifteen years of age in attendance upon the public

schools has increased during the past ten years 24 per cent. ; the number under five, 247 per cent. ; and the number over fifteen, 38 per cent. These figures reflect in some measure the growth of the public kindergarten at one end and of the public high school at the other end. They indicate a tendency during this period of ten years to begin the public education of children earlier than in the past and to continue it later, — a tendency, in brief, to a greater length of schooling.

If the percentages of increase in these three age classes are computed for the last school year, they are found to be as follows: for pupils between five and fifteen, 3 per cent. ; for pupils under five, 16 per cent. ; for pupils over fifteen, a little more than 1 per cent. The striking increase in the number under five is worthy of notice.

REGULARITY OF ATTENDANCE.

VII. Table showing the Average Membership and Yearly Increase of Membership of the Public Schools ; also the Average Attendance, the Yearly Increase and the Ratio of Attendance for a Period of Ten Years.

	MEMBERSHIP —		ATTENDANCE —		
	Average.	Increase of Average.	Average.	Increase of Average.	Ratio of, to Membership.
1890, . . .	303,524	3,987	273,910	3,059	.90240+
1891, . . .	307,953	4,429	278,602	4,692	.90450+
1892, . . .	313,214	5,261	283,648	5,046	.90560+
1893, . . .	320,862	7,648	290,801	7,153	.90630+
1894, . . .	328,455	7,593	299,069	8,268	.91050+
1895, . . .	341,671	13,216	313,693	14,624	.91810+
1896, . . .	349,336	7,665	321,685	7,992	.92080+
1897, . . .	363,866	14,530	334,939	13,254	.92050+
1898, . . .	378,770	14,904	349,147	14,208	.92170+
1899, . . .	390,900	12,130	360,313	11,160	.92175+
		Av., 9,136		Av., 8,945	

Comments on Table VII.—The average membership of the schools shows a gain of 12,130; the average attendance, a gain of 11,160. Were the gains in these two items numerically the same, the relative gain of the smaller item (the average attendance) would nevertheless be greater than that of the larger (the average membership). It is possible, therefore, for the average attendance to show a little less gain in number (11,160) than the average membership (12,130), and yet to show, as in the present case, a slight gain in percentage (from .9205+ to .9217+).

VIII. Table showing by Counties the Numbers of Towns whose Percentages of Average Attendance for the Year 1898-99 fall into the Several Percentage Groups specified.

COUNTIES.	NUMBER OF TOWNS.					Totals.
	Over .95.	Between .90 and .95.	Between .85 and .90.	Between .80 and .85.	Between .75 and .80.	
Barnstable, . .	1	14	—	—	—	15
Berkshire, . .	2	12	14	8	1	32
Bristol, . . .	1	11	7	1	—	20
Dukes, . . .	1	2	3	1	—	7
Essex, . . .	7	22	4	1	—	34
Franklin, . .	4	18	4	—	—	26
Hampden, . .	2	17	3	1	—	23
Hampshire, . .	4	12	6	1	—	23
Middlesex, . .	7	45	1	1	—	54
Nantucket, . .	—	1	—	—	—	1
Norfolk, . .	4	22	1	1	—	28
Plymouth, . .	2	20	3	2	—	27
Suffolk, . . .	—	3	1	—	—	4
Worcester, . .	10	43	5	1	—	59
Totals, . . .	45	242	52	13	1	353

Comments on Table VIII. — The percentage of attendance is based in every case on the average membership. If based on total membership, it would be lower.

The following towns report an attendance percentage of 98 : —

Cumington,	Manchester.
------------	-------------

The following towns report 97 : —

Amesbury,	Dunstable,	Gloucester.
Chicopee,		

The following towns report 96 : —

Boxborough,	Lenox,	Montague,
Chilmark,	Medway,	Orange,
Erving,	Merrimac,	Rockport,
Hopedale,	Milford,	Quincy.

The following towns report 95 : —

Adams,	Lawrence,	Stoneham,
Ashfield,	Littleton,	Taunton,
Ayer,	Maynard,	Webster,
Clinton,	Millis,	Westborough,
Dennis,	Northampton,	Westfield,
Dudley,	Northbridge,	Westhampton,
Easthampton,	Norwood,	Wenham,
Fitchburg,	Somerville,	Whitman,
Hanover,	Spencer,	Winchendon.

The only town reporting a percentage under 80 is Alford, which reports 77. Alford was the only town last year that reported a percentage below 80, and then it reported 77. The percentages run very high for most of the towns in the State. This is due in part to a high *esprit de corps* in matters of attendance, and in part to the indulgent attendance rules of the old State register. The new register, which was distributed to the schools in September, 1899, will not be closed until July, 1900. Its facts will be reported to the State in the school returns of 1901, and consequently will not appear in the annual report of the Board until January, 1902; that is, they will first appear in the sixty-fifth report. When returns come in from the new register, it is expected that they will

show lower percentages of attendance; but, as explained elsewhere (see page 83), these lower percentages may be perfectly consistent with improved attendance conditions.

In connection with attendance percentages, the following points merit attention: —

1. It is only when the alleged excellent attendance is genuine and not the product of fictions and indulgences that it can be trusted as an indicator of school efficiency.

2. The irregular attendance of the few, even when the percentage of general attendance runs high, merits the close attention of the school authorities. It is a move in the right direction that the names of such cases cannot be so promptly dropped from the membership roll and therefore from thought under the rules of the new register as under those of the old.

3. It is a pertinent inquiry whether the pressure in some schools for perfect attendance is not excessive. That *esprit de corps* which prompts the pupil to be present, and punctually present, without a break throughout the weeks of the year and the years of the course, is in most ways admirable; and yet it may impel attendance in extreme cases to the great imperilling either of one's own health or of the health of others, or of both. To retain so fine a spirit and at the same time to guard the school against a possible tyranny of it is a problem to be solved for individual cases and merits tactful handling.

Necessary Absence. — To deal stringently with such irregularity as is due to the greed or the negligence of the home or to the perversity of the child, to discourage tactfully that sort of parental coddling that keeps well children at home when the weather gets rough for fear they will become sick, or that sort of parental indulgence that lets the circus or the county fair take precedence of the school, to see to it that the over-conscientious or the over-ambitious pupil shall not sacrifice himself or harm others for the sake of 100 per cent. attendance, — all this puts upon the teacher duties so difficult, delicate, and at times seemingly contradictory, that he may be pardoned if he is not altogether and uniformly successful in discharging them.

Until recently it was left by law wholly to the local school authorities to determine what excuses for absence should be

accepted as valid and what should not be so accepted. In 1898 the Legislature provided that the local school authorities might excuse cases of "necessary absence." The local authorities are now called upon, therefore, to determine what constitutes necessary absence. The statutes wisely refrain from defining the word "necessary." No definition of it can cover all the cases that may possibly arise under it. There is an extreme definition that would forbid the detention of a sick child at home, when he might, at some personal risk or by dint of special effort, report at school, or that would interfere with a well child's staying at home to attend a wedding or a funeral in the family, or to discharge some grave duty in an emergency. The possibility of attendance in a physical sense might clearly exist in any of these cases, and yet in the presence of a conflicting duty that of attending school might clearly be the inferior one, and so, in a moral sense, impossible to discharge. Obviously, that view of necessary absence which makes it apply to those cases only in which physical attendance upon school is literally impossible does not commend itself as a reasonable one. On the other hand, as a matter of fact, there are scores of reasons assigned for the non-attendance of children at school that cannot, in any fairness, make the absence necessary. They are reasons that parents or pupils may readily overcome by a little extra pains, a little greater sturdiness, a little more self-denial, a little greater forethought, a little higher conception of duty. Just where between these two classes of necessary and unnecessary absence the line of division should be drawn no one can say. Fortunately, it is not necessary to establish the line in any formulated statement. Concrete cases largely take care of themselves. No parent is ever prosecuted for not sending his child to school, no child ever prosecuted for truancy, until it becomes absolutely clear, beyond a chance for doubt, that the absence is unnecessary, and has continued so beyond the margin allowed by law. It is neither the parents nor the children, but the school authorities that finally determine whether absence is necessary or not. Therefore, the school authorities are legally entitled to know the reasons that exist for absence. Persons who ask that children be excused for absence are doubly bound by common courtesy and by im-

plication of law, to say nothing of a certain consideration for the rights and welfare of others, to state the reasons for so asking. It devolves, indeed, upon persons having the control of children to decide in the first instance whether the reasons for their absence are sufficiently weighty to justify it; but such reasons are finally subject to the judgment of the school authorities, or, on appeal therefrom, to that of the courts. It is true that the simple request of a parent to excuse his child's absence is not unfrequently accepted by the school when no hint of the reason for such absence has been given; but the practice is not to be interpreted as a recognition of any right to withhold the reason. Should such a right be admitted, it would nullify the compulsory attendance law. It is so simple and obvious a thing for a parent to do, it so helps the teacher to discriminate between that necessary absence with which he should deal considerately and that unnecessary absence which he should discourage, it so strengthens the school authorities in their efforts to secure regular attendance and its resulting benefits, that it ought not to be necessary to remind a fair-minded person of his legal obligation to do what considerations of courtesy, co-operation, example and the like should naturally prompt him to do. While simple requests, without assignment of reasons, that children be excused for absence might be presumed to cover excellent reasons in the cases of most parents, it would be preposterous to extend such presumption to the similar requests of other parents. The more cheerfully the former assign reasons, in compliance with the rule of the school authorities and the intent of the law, the easier it will be for these authorities to enforce the rule and the law in the case of the latter. It should not be overlooked that, while the school committee is the final judge, outside of the courts, of the validity of reasons assigned for absence, it invariably accepts the presentation of those reasons by parents and guardians as *prima facie* true and correct ones. It is only in rare and suspicious cases that it is called upon to show the contrary.

It becomes the school authorities, however, in view of the inclination of the American citizen when he does a thing to do it from an inner sense of its fitness rather than from outward

compulsion, to avoid a certain obtrusion of the force idea that tends to arouse antagonism and commit people to positions against their better judgment.

HIGH SCHOOLS.

IX. Table showing the Number of High Schools in the State for Ten Years, from 1890 to 1899, with the Number of Pupils attending; also their Ratio to the Whole Number of Children in All the Schools.

YEAR.	Schools.	Pupils.	Ratio of Pupils in H. S. to School Enrolment.	YEAR.	Schools.	Pupils.	Ratio of Pupils in H. S. to School Enrolment.
1890, .	241	25,317	.068	1895, .	252	32,752	.079
1891, ..	244	26,294	.069	1896, .	257	34,323	.080
1892, .	242	27,482	.071	1897, .	262	36,228	.083
1893, .	247	28,582	.072	1898, .	261	38,133	.084
1894, .	255	30,540	.076	1899, .	262	40,003	.085

The High Schools included in the Table.—The foregoing table is made out in strict accordance with the returns received from the school committees. It includes several schools that serve as public high schools, since they offer free tuition to the children, but which are not public high schools in the sense of being under the order and superintendence of the town authorities. The relations of trustees on the one hand and of school committees on the other to some of these schools are so interwoven that school committees are apparently perplexed to know whether such schools should be returned as public or private.

Academies serving as High Schools.—The following academies serve as high schools, though under the control of trustees only or under various kinds and degrees of joint control by trustees and school committees, and so are returned as high schools :—

- | | |
|-----------------------------------|-----------------------------------|
| 1. Andover, Punchard Free School. | 4. Bernardston, Powers Institute. |
| 2. Ashburnham, Cushing Academy. | 5. Billerica, Howe Academy. |
| 3. Ashfield, Sanderson Academy. | 6. Boxford, Barker Free School. |

- | | |
|--|--|
| <p>7. Brimfield, Hitchcock Free School.
 8. Deerfield, Deerfield Academy and Dickinson High School.
 9. Dudley, Nichols Academy.
 10. Duxbury, Partridge Academy.
 11. Hadley, Hopkins Academy.
 12. Ipswich, Manning School.
 13. Leicester, Leicester Academy.
 14. Marion, Tabor Academy.
 15. Monson, Monson Academy.
 16. Newbury, Dummer Academy.
 17. Newburyport, High and Putnam Free School.</p> | <p>18. New Salem, New Salem High School and Academy.
 19. Sherborn, Sawin Academy and Dowse High School.
 20. West Bridgewater, Howard Seminary and West Bridgewater High School.
 21. Westfield, High School, once the Academy.
 22. Westford, Westford Academy.
 23. Winchendon, Murdock School.</p> |
|--|--|

For a detailed account of the relations of these schools to public and private authorities, see pages 106–109 of the sixty-second report of the Board. In the cases of Ashfield, Bernardston, Ipswich, Newburyport, New Salem, Westfield and Winchendon, the control of the school committee is believed to be sufficient to make the school such a high school as the State can legally recognize in reimbursing small towns for their payments of tuition therein. Powers Institute at Bernardston, for instance, is under the control of the school committee and twelve trustees, but they are all chosen by the town. The Attorney-General has therefore advised the Board that Powers Institute may be properly regarded as a public high school. In some cases the school committee exercises full educational control, while the trustees control the funds.

High Schools returned This Year but not Last. — The following schools appear in this year's returns of the school committees, but not in the returns of last year: —

TOWNS.	Number of Teachers.	Number of Pupils.	Length of Schools.	Salary of Principal.
Barnstable (Cotuit),	1	34	9–10	\$635
Brimfield,	4	65	10–	1,200
Tyngsborough,	1	7	8–15	478

Cotuit is a village in the town of Barnstable. Mr. Kingman, the superintendent of schools for Barnstable, says of the Cotuit High School: —

The high school year has been lengthened 4 weeks, making 38 weeks, or 2 weeks less than the time the Barnstable High School is in session. I recommend that the year be extended to 40 weeks, as I can see no valid reason for a discrimination. It has been intimated to me that there is a desire on the part of some that still another year be added to the school. The addition of a fourth year would be ostensibly the introduction of a full high school course. When, however, one reflects that but one teacher is to give the instruction, the difficulty of the situation is apparent. I am aware that there are high schools in this State with a single teacher. The preparation which they can give for normal schools and colleges must necessarily be lacking in many respects, if they attempt to be something more than preparatory schools.

The modern public high school ought to minister to the needs of the masses, as against any favored class. A high school with only one teacher is too apt to grow away from the needs of the people who support it, if it has a special kind of work to perform. The pupils who are to be taught along special lines will receive the larger part of attention, because the teacher will feel that his success is to be measured by the ability of his pupils to pass the examinations for admission to higher institutions.

I firmly believe that three years in the Cotuit High School department are all that one teacher can well care for. The fourth year, if desired, can be very much more profitably spent in the Barnstable High School, where there are three teachers.

The Brimfield school is the Hitchcock Free School. It is returned because it serves as a free high school for the town. If for any year it has not been returned, it has been because it is not under the order and superintendence of the authorities of the town.

Tyngsborough has arranged to give a brief high school course at home, and to complete the course in the high school of Lowell. It did not return a high school last year, but did the year before.

High Schools returned Last Year but not This. — The following were returned as high schools last year but not the present : —

TOWNS.	Number of Teachers.	Number of Pupils.	Length of Schools	Salary of Principal.
Enfield,	1	21	9-10	\$475
Lincoln,	2	20	9-10	820

The closing of a high school may be due to an ambition to improve the high school facilities of a town. The school committee of Lincoln, for instance, which by the census of 1895 has a population of 1,111, explains the closing of its high school as follows : —

While the closing of the high school may be considered an extreme measure, and bears the decided impress of economy in the use of the school appropriation, your committee are free to admit that the saving of money was not the primary cause leading to such a result.

While economy, as viewed in the light of judicious expenditure, is much to be admired, and should be regarded as a moral obligation, especially in the use of public funds, when indulged in at the expense of more important considerations, where the hopes of the future are jeopardized for the sake of immediate paltry saving, its value is decimated to such a degree that “ a short-sighted policy ” or, better still, “ a future extravagance ” might be a more fitting term.

There were other and more cogent reasons for the course pursued, which we think of sufficient weight to justify the proceeding.

Conspicuous in the list was the lack of sufficient material to make the school as an organization profitable or interesting. The meagre enrolment for the ensuing year forcibly called attention to the fact that a high school existed in name but not in substance, and that any local pride we might possess regarding the name might well be sacrificed for the good of the school system of the town. We were further strengthened in our convictions when considering the decided advantages that might accrue to the few pupils if the privileges of a thoroughly equipped and well-attended high school could be furnished them. To this end application was made to the school committee of Concord, and satisfactory arrangements were readily agreed upon for their instalment in the admirable school of that town.

It is undoubtedly understood that this is no original scheme on our part, as many towns similarly situated have taken advantage of the thrifty, well-ordered schools of available towns.

Continued Gain in the High School Enrolment. — The proportion of enrolled pupils who attend the high school is steadily increasing. In other words, the high school attendance is increasing more rapidly than that of the schools below. Ten years ago the high school enrolment was about one fifteenth of the total enrolment ; now it is about one twelfth. While it is true that at any one time only 8 per cent. of all the children

enrolled are in the high school, while 92 per cent. are in the schools below, it is preposterous to infer, as some persist in doing, that only 8 per cent. of the pupils reach the high school, while 92 per cent. never enter it. The fact is that a generous proportion of the 92 per cent. enrolled in classes below the high school are sure to move up and in due season enter the high school. Twenty-five per cent. of all our pupils are now reaching the high school, and in some of our towns and cities the proportion rises as high as 40, 50 and even 60 per cent.

Pupils retained by High Schools as successfully as by Schools below. — In large numbers of places — probably in most places — there is no more diminution in the number passing from the highest grammar grade to the lowest high school grade than in the number passing from some of the grades below to the next higher; and this is true notwithstanding the fact that when pupils are ready to enter the high school the majority of them have emerged from the compulsory years. To find out definitely where losses occur, and what their values are as classes move through the thirteen grades, it is necessary to know their annual reduction in membership from start to finish. A Cambridge table has been prepared to show this reduction in that city. The facts brought out by this table were so suggestive of a certain uniformity in the causes of such shrinkage that the question at once arose whether other places showed facts of similar suggestiveness. The secretary is indebted to Mr. Southworth, superintendent of schools for Somerville, for a Somerville table to go with that of Cambridge. The tables agree in their basis and the trustworthiness of their data is assured. Similar tables would be welcomed from other places, particularly from any whose population has remained constant during the years with which the tables deal.

X. Table showing the Annual Reduction in Numbers for Three Classes in the City of Cambridge during the Thirteen Years or Grades of their Schooling.

YEAR.	CLASSES OF —			Average Number for Three Years.	Average Loss from Each Year to the Next.	PERCENTAGE.			
	1896.	1897.	1898.			1	2	3	4
Thirteenth,	153	182	164	166	38	.81	.09	.91	.02
Twelfth,	213	223	176	204	75	.73	.11	.89	.04
Eleventh,	288	288	260	279	113	.71	.15	.86	.06
Tenth,	396	424	356	392	177	.69	.20	.80	.10
Ninth,	527	641	538	569	59	.91	.30	.70	.03
Eighth,	655	658	572	628	225	.74	.33	.67	.11
Seventh,	830	899	829	853	118	.88	.44	.56	.07
Sixth,	977	986	950	971	52	.95	.51	.49	.02
Fifth,	1,033	1,031	1,006	1,023	190	.84	.53	.47	.10
Fourth,	1,177	1,176	1,286	1,213	27	.98	.63	.37	.02
Third,	1,304	1,360	1,256	1,240	69	.95	.65	.35	.03
Second,	1,282	1,296	1,350	1,309	610	.68	.68	.32	.32
First,	1,756	1,956	2,046	1,919	—	—	—	—	—

XI. Table showing the Annual Reduction in Numbers for Four Classes in the City of Somerville during the Thirteen Years or Grades of their Schooling.

YEAR.	CLASSES OF —				Average Number for Four Years.	Average Loss from Each Year to the Next.	PERCENTAGE.			
	1896.	1897.	1898.	1899.			1	2	3	4
Thirteenth,	129	143	155	148	144	23	.86	.14	.86	.02
Twelfth, .	141	167	184	176	167	40	.81	.16	.84	.04
Eleventh, .	177	205	216	230	207	62	.77	.20	.80	.06
Tenth, .	246	261	268	307	269	141	.66	.26	.74	.14
Ninth, .	404	435	398	401	410	66	.86	.40	.60	.06
Eighth, .	460	440	545	458	476	76	.86	.46	.54	.07
Seventh, .	495	516	624	573	552	97	.85	.53	.47	.10
Sixth, .	589	629	690	688	649	7	.99	.68	.37	.01
Fifth, .	617	654	639	714	656	70	.90	.64	.36	.07
Fourth, .	691	722	709	781	726	58*	1.09	.71	.29	.06*
Third, .	630	634	671	737	668	44	.94	.65	.35	.04
Second, .	655	681	730	781	712	313	.69	.69	.31	.31
First, .	952	999	1,005	1,144	1,025	—	—	—	—	—

* Gain.

Explanation of the Cambridge Table. — The three classes taken in the Cambridge table are those that graduated from the high schools (or reached the corresponding stage in the Latin school, whose course is five years long) in the years 1896, 1897 and 1898. These classes entered the primary schools thirteen years earlier, that is, in the years 1883, 1884 and 1885, numbering 1,756, 1,956 and 2,046 respectively, and gradually diminished to the numbers 153, 182 and 164 respectively. In each case the number is the entire membership of the class for the year specified, as determined by careful count during a particular week in December, and is exceptionally trustworthy. The averages based on these three classes yield a first primary class of 1,919 that in thirteen years fell off to 166. The loss from each year to the next of this average class is numerically given. The percentage columns have the following significance: —

1. The first column shows what percentage of the number in the grade or year immediately below passed up to the next higher.

2. The second column shows what percentage of the first or lowest primary class reached each of the several grades above.

3. The third column shows what percentage of the original class had fallen out in each of the several years or grades above.

4. The fourth column shows what percentage of the original class was lost in passing from each year to the next.

It should be noted that the population of Cambridge in 1885 was 59,658; in 1895, 81,643. There were some accessions, therefore, to the table from other sources than the lowest primary, though not so many as the increase in population might lead one to expect. Indeed, so far as this increase is due to the excess of the local birth rate over the local death rate, it would not affect the table at all, for no child born in the city after 1885 could possibly have been a member of any one of the three classes considered. So far, also, as this increase in population is due to young children from outside, it has brought no outside accessions to the upper classes of the table. Such children belong to later classes.

The explanation of the Cambridge table applies also to the Somerville table. The Somerville data, like the Cambridge, are based upon trustworthy December counts of actual membership. Such counts have been made for twenty-five years past. The population of Somerville in 1885 was 29,971; in 1895, 52,200.

Inferences from the Cambridge and Somerville Tables. — It is remarkable, in the first place, how closely the two tables agree in the trends revealed. Prepared originally to show how many of those starting in the primary school reached the high, they are found to bring out other facts that merit study for both educational and financial reasons. The tables, for example, agree in showing: —

1. A somewhat startling loss (32 per cent. for Cambridge and 31 for Somerville) — whether real or nominal remains to be seen — in passing from the first grade to the second.

2. Another large loss (10 per cent. for Cambridge and 7 for Somerville) in passing from the fourth grade to the fifth.

3. A third large loss (18 per cent. for Cambridge and 17 for Somerville) in rising to the seventh and eighth grades.

4. And a fourth large loss (10 per cent. for Cambridge and 14 for Somerville) in the movement from the ninth grade to the high school.

5. That the least losses are between the third and fourth grades (2 per cent. loss for Cambridge and 6 per cent. gain for Somerville) and between the fifth and sixth grades (2 per cent. for Cambridge and 1 per cent. for Somerville).

6. And, finally, that a much larger percentage than is commonly supposed of those who enter the primary school succeed in entering the high (20 per cent. for Cambridge and 26 per cent. for Somerville), — a percentage that needs to be considerably increased for these cities, for reasons to follow.

If the losses apparently suffered by the primary, grammar and high school classes in the journey through the thirteen grades are tabulated for these groups respectively, the showing is as follows: —

GRADES.	Cambridge Losses (Per Cent.).	Somerville Losses (Per Cent.).	Average Losses (Per Cent.).
Primary,	35	35	35.0
Grammar,	35	25	30.0
High,	21	26	23.5
Total,	91	86	88.5

If it is generally true that of a class entering the primary school one third fall out before reaching the grammar school and another third before reaching the high, obviously the popular impression that high school losses are the most serious in the system is not well grounded. The public should turn its scrutinizing eye to the weightier but more easily overlooked losses of the lower grades.

The surprising loss in passing from the first grade to the second (32 per cent. for Cambridge and 31 for Somerville) is not due to transfers to private or parochial schools. It can be explained only in part by the greater death or sickness or disability rate of young children. The falling back of pupils admitted to the lowest grade in the spring, or at any time after the count has been made, does not affect the matter at all. The true explanation is that, for a variety of reasons, — concern for the health of little children, their special susceptibility to certain diseases, the larger proportion of indocile or irresponsible cases among them than in the sifted grades above, the indisposition of parents to subject them to unremitting discipline, the freedom of parents to detain children at home before the compulsory years begin, the not infrequent overcrowding of this grade to the detriment of the pupil's progress, — children that have once been counted in the lowest grade frequently drop back so as to be counted in the lowest grade a second time before they pass to the next higher.

The numerical effect of this process is to increase the number in the lowest grade, thus widening the gap between it and the grade above. The point is an important one, since it has also to do with some of the losses higher up. It can be brought

out a little more clearly by assuming a simple situation, — that, for instance, of several successive first primary classes numbering 10 pupils each, of whom 8 regularly move up each year so as to constitute the second primary classes. Here a first primary class numbering 10 becomes a second primary num-

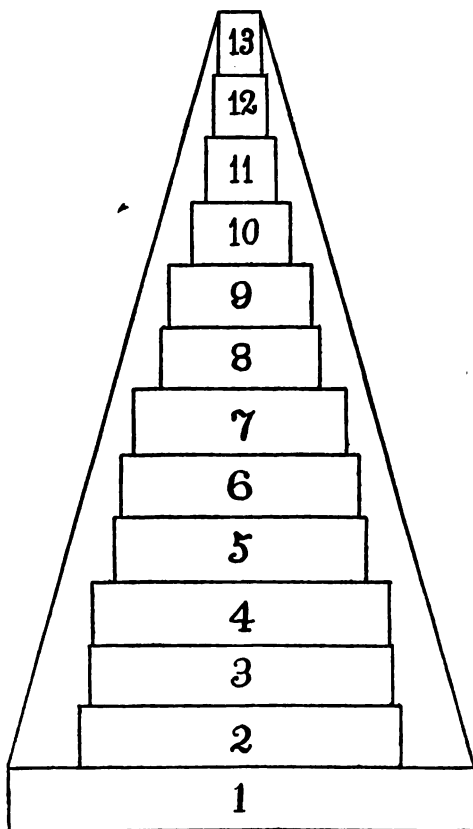


Figure 1.

FIGURE 1.—A graphic representation, drawn to scale, of the diminution in numbers of three successive Cambridge classes (those of 1896, 1897 and 1898) in their movement through the thirteen grades. The diagram is based on the average size of the three classes in each of the grades.

bering 8, and the loss is 2, or 20 per cent. Now change the conditions so that 2 of the 8 who would otherwise pass to the class above shall fall back each year into the lowest class and rise to the next a year later. We shall then have a ratio between the two classes, after their relations under the supposed conditions become settled, not of 10 to 8, but of 12 to 8, the loss becoming 4, or 33 per cent. Thus a class which normally numbers 10 is increased to 12 by counting 2 of the 10 a second time, and a loss which is normally 20 per cent. is swollen to 33 for the same reason.

Now it is this taking of the first primary

year over again by so many pupils that makes an apparent loss out of all proportion to that natural loss which is inevitable. The taking of other grades over again, which is done to some extent, works in the same way. This cause operates, in particular, to make the apparent loss in passing from the ninth grade to the high school somewhat larger than the real loss.

The losses in rising to the seventh and eighth grades are due in part to the emergence of the older children from the compulsory years and their going to work. The double promotion of forward pupils affects the distribution of losses somewhat. Many Cambridge pupils, for example, skip the fifth and eighth grades. Skipping these grades swells at their expense the grades above. Thus the percentages of loss in rising to the omitted grades are increased and in emerging from them reduced.

It now begins to be obvious that the membership of the lowest primary class, unduly swollen as it is by counting the same pupils a second time therein, should be reduced by the measure of such second count before it becomes fair to use it as a basis for the determination of percentage losses. Indeed, it is nearer the truth to take the membership of the second primary grade as the true basis for such computation, in which

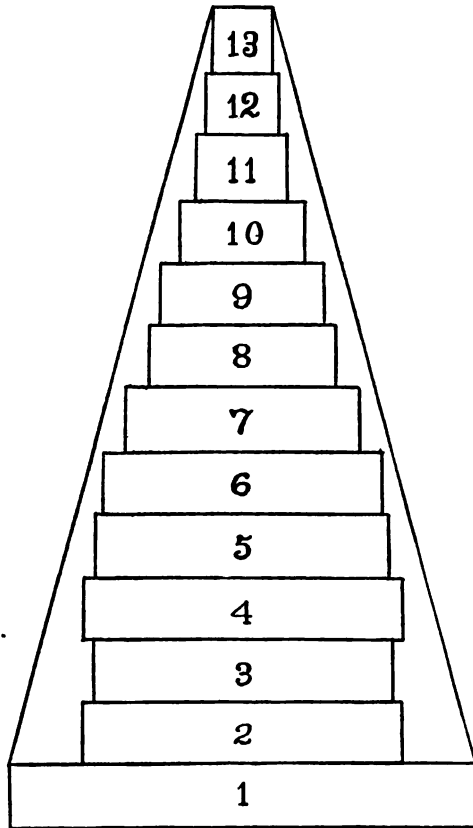


Figure 2.

FIGURE 2.—A graphic representation, drawn to scale so as to give the same base as in Figure 1, of the diminution in numbers of four successive Somerville classes (those of 1896, 1897, 1898 and 1899) in their movement through the thirteen grades.

case 30 per cent. of the primary children enter the high school in Cambridge and 12 per cent. graduate therefrom, while in Somerville the corresponding percentages are 38 and 20. And these excellent showings, it must not be forgotten, are made after the compulsory years are over and gone. Further, these are the showings of moderately large cities, and so are almost

invariably surpassed by those of the smaller cities and larger towns. This was fully brought out in the sixty-first report of the Board, pages 99-103. The diminution in the numbers of the Cambridge and Somerville children as they pass through the thirteen grades is graphically shown in the accompanying diagrams (figures 1 and 2, pages 116 and 117). In each case the steps of the "pyramid" stand for grades, and the widths, drawn to scale, for the numbers in such grades, the Somerville scale being enough larger to give the two pyramids equal bases for purposes of comparison.

The Falling Back of Pupils an Expensive Process.—Now assume that Cambridge and Somerville data are paralleled throughout the State. Assume again that half the loss in passing from the first primary to the second is due to a preventable falling back of pupils. The extent of such falling back in the State would then be not far from 12,000 pupils. Were now this retrogression stopped and were it possible to take full advantage thereof, it would mean the saving of 300 teachers and \$150,000 for this single grade. Even then the residue of loss would be heavier than that of any other grade. Additional savings are likewise possible in other grades. Now whatever qualifications of the foregoing assumptions and inferences may be needed, they cannot disguise the fact that the falling back of any considerable proportion of pupils, especially in the larger places, is an increased money tax upon the public. Should it be discovered that inefficient teaching is responsible for some of the falling back, the expensiveness of such teaching would be brought out with painful clearness. If, in addition to saving the backsliders, promising pupils were promoted more rapidly and in considerable numbers, it would be practising a further economy, without impairment of efficiency. Nay, it is highly probable that, educationally, more is lost than gained, on the whole, by any considerable dropping of pupils into lower classes. If, for instance, the fear of falling back is a spur to endeavor, the other side of the shield is that the fact of falling back blunts the spur. Or, if it is in the grain of a pupil to be roused by obstacles or failures, is it not quite as well to rely upon an advance to fire his soul as upon a retreat?

Superintendents, from the nature of their relations to the schools, are more keenly alive to the educational and pecuniary losses that follow the retrogression of pupils than teachers who favor or permit the process. The old notion that an entire school can be brought up, or ought to be brought up, to uniformly high and rigid standards, has been seriously shaken by later study. The doctrine of the relativity of knowledge and training—that these things bear a certain relation to tastes and capacities that vary and so should themselves vary—is commanding deeper attention. Nor is the conception to be lightly heeded that the work of later and maturer years, done without consciousness of its relation to the imperfect work of earlier years, is nevertheless calculated to illumine, fill out, and, in a measure, rescue such earlier work from being the failure it was at the time thought to be. Because of considerations like the foregoing, and others which can doubtless be added, two policies are growing in favor—that of checking the backward trend of pupils, on the one hand, and that of expediting their forward trend, on the other. Mr. Southworth finds that in Somerville, for instance, sixteen successive first primary classes, arranged in periods of four years each, show percentage losses in becoming second primary classes of 31, 27, 26 and 22 respectively,—a handsome reduction. These losses can be further reduced, he thinks. In Cambridge, the superintendent of schools, Mr. Cogswell, has encouraged the abler pupils to do the six years' work of the grammar school in five years and even in four, and they have done so to some extent. These shorter-course pupils have invariably ranked higher in the high schools, notwithstanding their youth and more rapid preparation, than those who spent six years or more in the grammar school. For data bearing on this point, see the sixty-second report, pages 301–304. Data from other superintendents who are at work on the same problems would be welcomed.

Whatever the causes that operate needlessly to put back pupils or to obstruct their more rapid progress, they are not only expensive, but they work a measure of injustice to many interests, and should be removed if possible. One phase of their injustice lies in their obscuring the rather surprising

numerical prominence to which the high school is entitled in our educational system. Another phase lies in their depriving pupils of those high school advantages which they might enjoy if they were not kept unduly long in the schools below.

XII. Table showing the Distribution of the High Schools among the Several Counties of the State; also what Ratio of the Whole Population has Access to High Schools at Home.

COUNTIES.	Number of Towns in County.	Number of Towns required to keep High Schools.	Number of Towns having High Schools.	Number of High Schools.	Ratio of Population having Access to High Schools at Home.
Barnstable,	15	7	12	14	94.13 per ct.
Berkshire,	32	8	12	12	85.82 "
Bristol,	20	10	10	12	93.01 "
Dukes,	7	—	3	3	74.68 "
Essex,	34	22	27	29	97.82 "
Franklin,	26	4	9	10	65.21 "
Hampden,	23	8	9	9	91.00 "
Hampshire,	23	6	10	11	84.14 "
Middlesex,	54	34	47	50	98.65 "
Nantucket,	1	1	1	1	100.00 "
Norfolk,	28	20	27	29	99.24 "
Plymouth,	27	14	20	20	93.97 "
Suffolk,	4	4	3	14	98.62 "
Worcester,	59	31	46	48	95.83 "
Totals,	353	169	236	262	95.68 Av.

Comments on the Table.—There are 117 towns, averaging less than 1,000 inhabitants each, that have no high school of their own, but have to send their properly qualified children at town expense (except as certain towns are reimbursed by the State) to outside high schools. Towns *must* pay their tuition and *may* pay their transportation. Although the number of these towns is quite large, their aggregate population is only a little over 4 per cent. of the population of the State.

State Reimbursement of High School Tuition.—The law authorizing the reimbursement of high school tuition to towns whose valuation is less than \$500,000 went into effect April 4, 1895. The following is a synopsis of its workings for the past four years :—

PERIOD COVERED.	Number of Towns.	Number of Tuition Pupils.	High Schools approved.	Average Tuition.	Amount reimbursed.
April and June, 1895, . . .	28	112	29	\$23 42	\$840 41
September, 1895, to June, 1896,	38	143	29	31 05	3,873 05
September, 1896, to June, 1897,	43	219	33	31 72	6,121 72
September, 1897, to June, 1898,	51	255	39	32 61	7,309 18
September, 1898, to June, 1899,	59	298	41	34 29	9,436 67

The following table gives details for the school year ending with June, 1899 :—

XIII. Table showing High School Tuition Reimbursements under Chapter 496, Acts of 1898, Section 3.

TOWNS.	Number of Pupils.	High Schools attended.	Rate per Year.	Amounts.
Alford, . .	3	Great Barrington (Searles).	\$10 00	\$120 00
Becket, . .	1	Westfield, . . .	50 00	50 00
Becket, . .	1	Pittsfield, . . .	36 00	36 00
Berkley, . .	9	Taunton, . . .	50 00	450 00
Berlin, . .	9	Hudson, . . .	20 00	222 00
			30 00	
Berlin, . .	17	Clinton, . . .	24 00	477 20
			40 00	
Blandford,* .	2	Westfield, . . .	50 00	88 75
Bolton, . .	1	Clinton, . . .	40 00	33 60

* 1897-98.

XIII. High School Tuition Reimbursements, etc. — Continued.

TOWNS.	Number of Pupils.	High Schools attended.	Rate per Year.	Amounts.
Boxborough, .	3	Acton,	\$30 00	\$90 00
Boxborough, .	6	Concord,	48 00	256 00
Boylston, . .	8	West Boylston, . .	40 00	272 00
Boylston, . .	1	Northborough, . .	24 00	8 00
Carlisle, . .	4	Concord,	48 00	128 00
Charlemont, .	1	North Adams, . .	30 00	30 00
Charlemont, .	1	Ashfield,	18 00	18 00
Chilmark, . .	1	Tisbury (Vineyard Haven).	54 00	54 00
Clarksburg, .	7	North Adams, . .	30 00	175 00
Cummington, .	1	Northampton, . .	45 00	15 00
Cummington, .	1	Ashfield,	18 00	18 00
Dana,	9	New Salem, . . .	25 00	208 33
Eastham, . .	5	Orleans,	32 00	165 20
Egremont, . .	26	Great Barrington (Searles).	40 00	965 00
Erving, . . .	4	Greenfield,	30 00	108 00
Erving, . . .	12	Orange,	25 00	272 33
Erving, . . .	1	Athol,	24 00	24 00
Florida, . . .	1	North Adams, . .	30 00	30 00
Gill,	9	Montague (Turner's Falls).	30 00	270 00
Gill,	8	Barnardston (Powers Institute).	21 00	123 00
Goshen, . . .	3	Ashfield,	18 00	48 00
Greenwich, . .	5	Hardwick,	15 00	75 00
Halifax, . . .	1	Brockton,	60 00	60 00
Hancock, . . .	1	Pittsfield,	36 00	36 00
Hawley,* . . .	1	Ashfield,	18 00	18 00
Hawley, . . .	1	Ashfield,	18 00	18 00

XIII. High School Tuition Reimbursements, etc. — Continued.

TOWNS.	Number of Pupils.	High Schools attended.	Rate per Year.	Amounts.
Hawley, . . .	1	Greenfield, . . .	\$30 00	\$30 00
Hawley, . . .	1	Concord, . . .	48 00	48 00
Heath, . . .	1	Charlemont, . . .	30 00	10 00
Lakeville, . . .	9	Middleborough, . . .	40 00	360 00
Lanesborough, . . .	5	Adams, . . .	15 00	40 00
Leverett, . . .	4	Amherst, . . .	34 50	138 00
Leverett, . . .	5	Montague (Centre), . . .	30 00	150 00
Leyden, . . .	4	Greenfield, . . .	30 00	81 00
Leyden, . . .	2	Barnardston (Powers Institute.	21 00	39 00
Monterey, . . .	7	Great Barrington (Searles).	40 00	245 00
Montgomery, . . .	2	Westfield, . . .	50 00	100 00
New Braintree, . . .	1	Ware, . . .	40 00	40 00
New Braintree, . . .	1	North Brookfield, . . .	40 00	40 00
N. Marlborough, . . .	4	Great Barrington (Searles).	40 00	135 00
Oakham, . . .	4	Rutland, . . .	16 50	65 50
Otis, . . .	1	Lee, . . .	30 00	30 00
Otis, . . .	1	West Springfield, . . .	40 00	40 00
Pelham, . . .	2	Amherst, . . .	34 50	69 00
Phillipston, . . .	2	Athol, . . .	24 00	48 00
Plainfield, . . .	1	Northampton, . . .	45 00	45 00
Plainfield, . . .	3	Ashfield, . . .	18 00	54 00
Plympton, . . .	2	Kingston, . . .	30 00	50 00
Prescott, . . .	1	Athol, . . .	24 00	24 00
Prescott, . . .	1	New Salem, . . .	25 00	25 00
Richmond, . . .	4	Pittsfield, . . .	36 00	144 00
Rochester, . . .	1	Fall River, . . .	50 00	50 00

XIII. High School Tuition Reimbursements, etc. — Concluded.

TOWNS.	Number of Pupils.	High Schools attended.	Rate per Year.	Amounts.
Rochester, . .	1	Wareham, . . .	\$30 00	\$30 00
Rowe, . . .	1	North Adams, . .	30 00	30 00
Royalston, . .	6	Athol,	24 00	136 00
Royalston, . .	2	Winchendon, . . .	28 00	56 00
Russell, . . .	2	Westfield, . . .	50 00	100 00
Shutesbury, .	1	Greenfield, . . .	30 00	30 00
Southampton, .	11	Easthampton, . .	35 00	385 00
Southwick, . .	7	Westfield, . . .	50 00	325 00
Sunderland, . .	3	Greenfield, . . .	30 00	78 00
Truro,	1	Wellfleet, . . .	30 00	30 00
Tyngsborough, .	7	Lowell,	60 00	400 00
Tyringham,* .	} 1 {	Lee,	30 00	30 00
Tyringham, . .		Lee,	30 00	30 00
Warwick, . . .	2	Orange,	25 00	50 00
Washington, . .	1	Westfield, . . .	50 00	50 00
Wendell, . . .	2	Montague (Centre), .	30 00	60 00
Wendell, . . .	1	New Salem, . . .	25 00	25 00
Westhampton, .	2	Northampton, . .	45 00	90 00
Westhampton, .	2	Easthampton, . .	35 00	70 00
W. Stockbridge, .	1	Great Barrington (Housatonic Branch).	30 00	27 76
W. Stockbridge, .	1	Great Barrington (Searles).	40 00	30 00
West Tisbury, .	2	Tisbury (Vineyard Haven).	54 00	108 00
Whately, . . .	4	Northampton, . .	45 00	150 00
Whately, . . .	3	Greenfield, . . .	30 00	63 00
59 towns, . .	298	41 schools, . . .	\$34 29	\$9,436 67

Comments on Table XIII.—There are 85 towns whose valuation by the returns of May 1, 1898, is under \$500,000 each. Six of them have high schools of their own. Seventy-nine of these towns, therefore, are entitled to the benefit of the law, of which benefit 20 towns have not yet availed themselves.

The tuition rates, taken as a whole, show a gradual increase. In some cases the advance was needed to correct certain rates that have been absurdly low. In a few cases (that of the Tisbury High School, for instance), the rates are conspicuously higher than the rates of numerous schools that offer greatly superior advantages. Thus far, in approving certificates for reimbursement by the State, the question of the Board's right to disapprove a rate has not been considered. Inasmuch as many high schools furnish tuition to towns that are not reimbursed by the State, as well as to towns that are, it is important, for the sake of the former, at least, that rates should be moderate. It is quite possible for a rate to fall under the actual cost of a high school that must be maintained, and yet be pecuniarily profitable to it.

Towns not required to pay Tuition in Manual Training High Schools.—The question has arisen whether the State will reimburse a town for its payment of tuition in such a high manual training school or department as is prescribed in section 4, chapter 496, Acts of 1898. As the question involves the obligations of towns not reimbursed by the State, as well as of towns that are reimbursed, it is a larger one than might at first appear. The following opinion of the Attorney-General guides the Board in its relation to the matter:—

Boston, Oct. 6, 1899.

FRANK A. HILL, Esq., *Secretary, State Board of Education.*

DEAR SIR:—Your letter requires the opinion of the Attorney-General upon two questions:—

First.—“Is East Longmeadow, a town in which no high school or school of corresponding grade is maintained, compelled to approve the attendance of a child at the Mechanic Arts High School at Springfield, and so to become responsible for the tuition of that child?”

Second.—“Can the State be called upon to reimburse the town for such payment?”

Upon the facts stated in a supplementary letter from you, it appears that the town of East Longmeadow is within the provisions of

St. 1898, c. 496, § 3, which provides that "any town of less than five hundred families or householders, in which a public high school, or a school of corresponding grade, is not maintained, shall pay for the tuition of any child who resides in said town and who attends the high school of another city or town, provided the approval of such attendance by the school committee of the town in which the child resides is first obtained." The section further provides for the imposition of a penalty upon any town which refuses to pay the tuition in such cases, and upon a member of the school committee who refuses to approve the attendance of a child residing in such town in the high school of some other town or city, if qualified to enter such high school.

Section 4 of the same statute provides that every town or city of twenty thousand or more inhabitants shall maintain as a part of both its elementary and high school training the teaching of manual training. East Longmeadow, being a town of less than twenty thousand inhabitants, is therefore not required to provide manual training for its children, either in its own schools or by paying tuition to towns in which manual training is required. The city of Springfield, being required to provide for manual training in both its elementary and high school system, has established the Mechanic Arts High School therefor. It is a school in which manual training is made a specialty, although other branches are taught to some extent. The tuition in high manual training schools is, as I am informed, not unfrequently greater than in regular high schools, although in the case of Springfield I understand that there is no difference in the rates.

I am of opinion that the term "high school" in the statute is used in its ordinary and well-understood acceptation, and signifies the school described in sections 1 and 2 of the same statute; that is to say, in which the instruction is given in "such subjects designated in section one as it may be deemed expedient to teach in a high school, and in such additional subjects as may be required for the general purpose of training and culture, as well as for the special purpose of preparing pupils for admission to the State normal schools, technical schools and colleges." The subjects designated in section 1, it is true, include manual training, but I do not think a school in which the teaching of manual training is made the principal and special work is the sort of high school intended in the section requiring towns not maintaining such an institution to pay the tuition of scholars attending in towns where such schools are maintained. This is especially true in respect to such towns as East Longmeadow, in which manual training is not a required study.

The answer to your second question follows from a consideration of the first question. The provision for reimbursement to towns for amounts expended for tuition from the treasury of the Commonwealth is in the same section (section 3), and provides that "all necessary sums which have actually been expended for high school tuition under the provisions of this section" shall be reimbursed to the town within its provisions. The expression "all necessary sums," in my judgment, refers to the sums which the towns are compelled to pay. If the town sees fit to expend money for tuition which it is not compelled to, it cannot ask reimbursement therefor from the treasury.

Very truly yours,

(Signed) HOSEA M. KNOWLTON,
Attorney-General.

While under the foregoing opinion the State is spared the payment of a little money to certain towns, this is of minor consequence as compared with the protection of small towns against tuition expenditures not required of them by law. Such towns generally have all they can do in meeting the demands of the law, without meeting expensive excursions into the realm of its permissions.

Manual Training in High Schools. — For a detailed account of the compliance of cities of twenty thousand inhabitants and more with the law requiring that they shall provide for manual training in connection with their high school system, see the special report of Henry T. Bailey, agent of the Board, upon the present condition of manual training and drawing instruction in the State.

Special Report upon High Schools. — For a full account of the present condition of our high schools, so far as that condition can be inferred from the character of their buildings, laboratories and libraries, and from statistics relating to their teachers, numbers in attendance, graduates, subjects of study and their time allotments, and various details of administration, reference should be made to the special report thereon, by J. W. MacDonald, agent of the Board. This report, if studied in connection with his previous reports of 1895 and 1897, upon the same themes, will reveal the trend of these schools in important lines.

The Relation of the High School in its General Courses to the College.—For a recent and exceedingly valuable discussion of the relations of the high schools to the colleges, see the report of the committee of the National Educational Association on college entrance requirements, July, 1899. Extracts from this report are to be found in the Appendix.

It has been recommended in recent reports that small high schools—those having but one or two over-burdened teachers—should not attempt to teach Greek. It would greatly increase the efficiency of such schools if they could concentrate their energies upon a good general course, suitable alike for pupils aiming for college and for those who are not. The small high school is not in a position to offer much choice of subjects to its pupils. The tuition of pupils desiring to study Greek might be arranged for in outside high schools. The colleges would confer a boon upon the high schools of small towns if they would organize classes in college for beginners in Greek. Several New England colleges have already made such provision. In this connection, the recent inaugural address of President Harris of Amherst College contains the following timely words:—

There is, however, one consideration further which should not be overlooked. I have said that the college is part of the system of education maintained by the State. Now, high schools have come into existence as part of that system. Those schools, necessarily, besides providing classical training, give education in English, history, modern languages and the sciences. It is with considerable difficulty that classical teaching, especially in Greek, is maintained by appropriations from the towns and cities. Assuming that as good a training is given in modern as in classical studies,—and that is the case in the best high schools,—ought not the college to receive their graduates, and to receive them on equal terms? While privately endowed preparatory schools were the only avenues to college, it was easy to prescribe a classical preparation for all. To be sure, that involved what some conservative educators object to,—definite election of studies at a very early age. For the boy who was to have more than a common school education, it was determined at the age of twelve or fourteen that he should study Latin, Greek and mathematics for eight years, as President Eliot has recently pointed

out. However, the arrangement was manageable. But now the public high schools educate boys on to the age of eighteen with choice from a broad range of studies, and to a boy who has been well trained in other than classical studies, and who desires higher education, the door of the college should be wide open. It is a duty the colleges owe the State, which is, after all, their foster mother. Indeed, the colleges must do this for their own preservation, because the number of those who resort to the private schools will be constantly less, relatively, as the high schools develop on the lines of broader and better education. For the comfort of the classicists, should they need any, I suggest that, as French and German are begun in college by students in the classical course, it might be well to teach Greek from the beginning to those who, not having studied it at all, desire the much-praised advantage of classical culture.

Legal Requirements in the Case of High Schools.—The attention of towns and cities is called to the following provisions of chapter 496, Acts of 1898, relating to high schools:—

1. Every town and city in the State must provide free high school tuition.

2. Every city and every town of five hundred families or householders must maintain a high school.

3. Any town of less than five hundred families or householders in which a public high school or school of corresponding grade is not maintained shall pay for the tuition of its properly qualified children who attend the high school of another town.

4. The law recognizes but one kind or grade of high school. This high school, to comply with the statute, must conform to the following standard:—

(a) It must be adequately equipped.

(b) It must be taught by a principal and such assistants as may be needed, of competent ability and good morals.

(c) It must give instruction in such statutory subjects as it may be deemed expedient to teach, and in such additional subjects as may be required for general culture or for admission to normal schools, technical schools and colleges.

(d) It must maintain one or more courses at least four years in length.

(e) It must be kept forty weeks, exclusive of vacations.

5. A town may meet a portion of the foregoing requirements in its own high school, provided it meets the rest in outside high schools.

The law, it should be noticed, is mandatory and sweeping. Its intent is to give every properly qualified child in the Commonwealth a legal right not only to free high school tuition but to such high school tuition as will qualify him, should he so elect, for admission to the normal school or the college or the polytechnic. Provisions for high school instruction that restrict pupils to a course for three years only, that do not fill out the period of forty weeks, or that fail to connect with higher institutions beyond, are, therefore, legally inadequate.

EVENING SCHOOLS.

XIV. Table giving, for a Period of Ten Years, 1890 to 1899, the Number of Towns that have maintained Evening Schools; also the Number of Such Schools, with the Attendance and the Expense of supporting Them.

YEAR.	Number of Towns.	Number of Schools.	ATTENDANCE.			Per Cent. of Attend- ance.	Expense.
			WHOLE NUMBER ATTENDING.		Average.		
			Males.	Females.			
1890, . . .	52	201	17,928	6,892	13,972	51	\$138,732 02
1891, . . .	55	266	21,131	7,322	14,526	51	151,279 24
1892, . . .	55	255	22,340	6,881	15,287	52	131,557 63
1893, . . .	58	244	21,615	6,169	14,881	53	152,269 06
1894, . . .	55	235	25,385	7,534	17,420	52	171,544 57
1894-95, . .	54	747*	22,277	6,991	15,371	53	176,188 14
1895-96, . .	49	681*	20,786	9,764	16,282	53	176,304 02
1896-97, . .	55	739*	20,126	9,674	16,472	55	183,462 42
1897-98, . .	52	740*	22,514	9,904	16,714	52	198,666 43
1898-99, . .	50	767*	24,154	12,250	18,245	50	207,738 85

* Based on the single class-room as the unit.

Comments on Table XIV.—In the evening school table, page lxxiv of the Appendix, the expense of the Cambridge schools should have been given as \$4,854, instead of \$14,854;

and the average attendance of the Boston evening schools as 5,995, instead of 4,002. The corrections were made too late for the Appendix. The totals in the Appendix should be changed, therefore, to agree with those of the foregoing table.

It appears that the number of evening schools has increased by 27, the number of different pupils by 3,986, the average attendance by 1,531, the expense by \$9,072.42, while the number of teachers has fallen off by 35. The cost for each pupil in the total membership was \$5.71, as against \$6.11 a year ago, and \$6.24 two years ago.

The percentage of attendance has fallen off a little. It is not fair to compare it with that of the public schools, since it is based on total membership, while that of the public schools is based on average membership. Moreover, the conditions vary so widely for the two sorts of schools that if due regard is paid to them, the low percentages of the evening schools might in some cases be more gratifying than the high percentages of the day schools. Were the attendance percentage of the day schools based on total membership rather than on average membership it would be 76 per cent. instead of 92.

The evening schools are distributed as follows: —

Evening Schools.

TOWNS AND CITIES.	Population, 1895.	High.	Elementary.	Drawing.	Miscellaneous.
Beverly,	11,806	—	2	1	—
Boston,	496,920	1	12	5	—
Brockton,	33,165	1	1	1	—
Brookline,	16,164	—	2	1*	—
Cambridge,	81,643	1	4	2	—
Chatham,	1,809	—	—	—	1†
Chelsea,	31,264	—	1	—	—
Chicopee,	16,240	—	4	2	—
Clinton,	11,497	—	1	1	—

* Class.

† General.

Evening Schools — Continued.

TOWNS AND CITIES.	Population, 1895.	High.	Elementary.	Drawing.	Miscella- neous.
Dudley,	3,203	-	2	-	-
Easton,	4,452	-	1	-	-
Everett,	18,573	-	1	1	1*
Fall River, . . .	89,203	1	16	1	-
Fitchburg, . . .	26,409	-	2	1	-
Framingham, . . .	9,512	-	1	-	-
Gardner,	9,182	-	1	1	-
Greenfield, . . .	6,229	-	1	-	-
Haverhill, . . .	30,209	-	2	2	1†
Holden,	2,602	-	2	-	-
Holyoke,	40,322	-	5	1	-
Hyde Park, . . .	11,826	-	2	1	-
Lawrence,	52,164	1	3	1	-
Lowell,	84,367	1	11	1	-
Lynn,	62,354	-	1	1	-
Malden,	29,708	-	1	1	-
Marlborough, . . .	14,977	1	1	-	-
Medford,	14,474	-	1	1	-
Natick,	8,814	-	1	-	-
New Bedford, . . .	55,251	-	5	1	-
Newburyport, . . .	14,552	-	1	-	-
Newton,	27,590	-	1	1	-
North Adams, . . .	19,135	-	4	1	-
Northampton, . . .	16,746	-	3	1	-
North Attleborough, .	6,576	-	1	-	-
Northbridge, . . .	5,286	-	2	-	-

* Stenography and typewriting.

† Bookkeeping.

Evening Schools — Concluded.

TOWNS AND CITIES.	Population, 1895.	High.	Elementary.	Drawing.	Miscella- neous.
Pittsfield, . . .	20,461	—	3	1	—
Quincy, . . .	20,712	—	2	1	—
Salem, . . .	31,473	—	4	1	—
Shirley, . . .	1,399	—	1	—	—
Somerville, . . .	52,200	—	4	1	—
Southbridge, . . .	8,250	—	4	—	—
South Hadley, . . .	4,443	—	1	—	—
Spencer, . . .	7,614	—	1	—	—
Springfield, . . .	51,522	1	3	2	1*
Taunton, . . .	27,115	—	6	1	—
Waltham, . . .	20,876	—	1	1	1†
Webster, . . .	7,799	—	1	—	—
Westfield, . . .	10,663	—	1	—	—
Woburn, . . .	14,178	—	1	—	—
Worcester, . . .	98,767	1	14	7	1*
Totals, . . .	1,744,696	9	146	45	6

* Cooking.

† Commercial.

The number of cities required to maintain evening elementary schools is 32. All of them complied with the law last year, except Gloucester. The number of towns required to maintain such schools is 7, of which Brookline, Clinton, Hyde Park and Westfield complied with the law last year, and Melrose, Peabody and Weymouth did not.

The number of cities required to maintain evening high schools if petitioned to do so is 10. Of these cities, Boston, Cambridge, Fall River, Lawrence, Lowell, Springfield and Worcester maintain such schools, and Lynn, New Bedford and Somerville do not. The presumption in the case of these latter cities is that they have not received the requisite petition

from "fifty or more residents, fourteen years of age or over, who desire, and, in the opinion of the school committee, are competent to pursue high school studies."

LENGTH OF TIME THE SCHOOLS HAVE BEEN KEPT.

XV. *Table showing the Length of Time the Schools have been kept during Each Year from 1890 to 1899, — a Period of Ten Years.*

YEARS.	Average Number of Months and Days.	YEARS.	Average Number of Months and Days.
1890,	8-15	1894-95, . . .	9-6
1891,	9	1895-96, . . .	9-6
1892,	9-2	1896-97, . . .	9-6
1893,	9-3	1897-98, . . .	9-6
1894,	9-6	1898-99, . . .	9-8

Comments on Table XV.—For many years the average length of schooling has been 9.3 months, or 9 months and 6 days, 20 days being regarded as a school month. The extension of the minimum length from 6 months to 8 months by the legislation of 1898 has doubtless begun to make itself perceptible in the State's average.

In the sixty-second report, pages 125-127, is given a complete list of the towns required to lengthen their schooling by the new legislation, with sundry facts relating to the valuation, the rate of taxation, the proportion of that rate expended on schools, the number and average size of the schools, and the kinds and amounts of State aid received in the case of each town of the 47 given. In the same report, pages 128-132, certain hardships in keeping up with the State school requirements are considered, the duty of the State to reduce the inequalities of school burdens so far as may be feasible was enforced, and a suggestion offered as to a promising method of attacking the numerous and somewhat intricate problems involved.

XVI. Table showing the Appropriations and Expenditures for Public Schools for a Period of Ten Years, from 1890 to 1899.

	Amount raised by Taxes and expended for Wages of Teachers, Transportation, Fuel, Care of Pines, and Schoolrooms, for 1897-98.	Total Amount expended on the Schools, exclusive of Expenditures for Buildings and Repairs.	AMOUNT EXPENDED FOR EACH CHILD.				Whole amount expended for all School Buildings and Repairs.	AMOUNT EXPENDED FOR EACH CHILD.				Ratio of the State's Valuation raised by Taxation for All School Purposes.
			In the State between 5 and 16 Years of Age.	In the Average Membership of the Public Schools.	In the Total Membership of the Public Schools.	In the State between 5 and 16 Years of Age.		In the Average Membership of the Public Schools.	In the Total Membership of the Public Schools.			
1899-90,	\$6,416,444 51	\$17 33	\$21 13	\$17 26	\$8,338,062 39	\$22 38	\$27 29	\$22 30	.00399		
1890-91,	6,652,972 67	17 67	21 60	17 64	8,554,545 51	22 72	27 77	22 69	.00397		
1891-92,	6,668,690 98	17 41	21 29	17 40	9,315,556 57	24 32	29 74	24 30	.00414		
1892-93,	7,388,605 29	18 94	23 02	18 86	9,663,907 49	24 77	30 11	24 66	.00414		
1893-94,	7,800,254 31	19 48	23 74	19 47	9,968,227 23	24 90	30 34	24 86	.00410		
1894-95,	8,160,462 37	19 98	23 88	19 76	10,661,356 22	28 07	31 20	25 81	.00431		
1895-96,	8,689,532 20	20 70	24 73	20 35	11,829,190 61	28 34	33 86	27 87	.00465		
1896-97,	9,132,291 97	21 17	25 10	20 78	12,390,637 92	28 72	34 05	28 20	.00472		
1897-98,	9,889,579 33	22 29	25 97	21 57	13,683,649 68	30 98	36 04	29 93	.00505		
1898-99,	10,286,628 01	22 90	26 31	21 79	18,899,838 21	30 92	35 53	29 43	.00492		

AMOUNT EXPENDED FOR THE MAINTENANCE OF THE PUBLIC SCHOOLS.

Explanation of Table XVI.—The table contains three columns of expenditures for schools:—

1. The first expenditure column contains the amounts expended for public schools that must be sworn to by school committees in their certificate of returns to the State. The classes of expenditure are fixed by law. They are a part of the basis for the distribution of the income of the school fund. They exclude classes of expenditure that were either unknown or of slight account in the infancy of the law. These excluded expenditures are for free text-books and supplies, supervision and sundries; and their aggregate for the past year was no less than \$1,257,787.84. These excluded amounts ought to appear in the sworn certificate, but they cannot be placed there until the law requires it.

2. The second expenditure column contains the amounts received from all sources, public taxation and private funds or contributions and expended for public school purposes, excluding buildings and repairs.

3. The third expenditure column contains the full amounts expended for all public school purposes, buildings and repairs included, and from all sources, public and private. It should be noted that in each of the second and third expenditure columns are considerable sums that do not come from local taxation at all, the amount being \$265,024.14 for 1898-99 (see VIII., 1, 4 and 5, page 74). While this sum may be properly included in the column for the purpose of determining the cost of each child's education, it should be excluded from it in determining the percentage of the State's valuation appropriated to the public schools. The column also includes, in addition to the sums raised by taxation during the year, large sums of money raised on bonds or notes and expended in erecting school buildings, — sums, therefore, not included in the amounts raised by taxation for the schools during the year when such sums were expended. The final payments of these bonds and notes are distributed through a series of years; often they are provided for by sinking funds to which annual con-

tributions are made. Inasmuch as payments in this gradual way for school purposes are so interwoven with, covered up by, and lost in the general financial operations of towns and cities that it is hopeless to pick them out and account for them each year, they are not called for in the school returns, and so are never reported. The only way left, therefore, is to capture these sums, whatever their source, at the time they are actually expended, and to treat them as if they were immediately raised by taxation during the year of their expenditure, whether they were so raised or not. Such sums get into the annual expenditures in large blocks during years of exceptional activity in constructing and repairing schoolhouses.

The totals of the three expenditure columns show for the first column an increase over the expenditures of the preceding year of \$471,391.95; for the second column, an increase of \$446,948.68; and for the third column, an increase of \$236,188.58.

As determined by the second expenditure column, the cost of schooling for each child in the State between five and fifteen years of age was \$22.90; as determined by the third, \$30.92. Many of these children, however, were in private schools, so that the cost of their education is not included in the table. As determined by the second expenditure column, the cost for the schooling of each child in the average membership of the public schools was \$26.31; as determined by the third expenditure column, \$35.53. Or, if the cost per child in the total membership of the public schools is desired, it is either \$21.79 or \$29.43, according as it is determined from the second or the third expenditure columns.

The ratio of the State's valuation raised by taxation and expended for all public school purposes was \$4.92 on each thousand dollars, as against \$5.05 the year before; the ratio raised by taxation and expended for all public school purposes, exclusive of school buildings, was \$3.62 on each thousand, as against \$3.53 the year before; the ratio raised by taxation and expended for the support of public schools, as sworn to in the annual school returns, was \$3.17 on each thousand, as against \$3.03 the year before. These figures mean that the current expenses of the schools have made a little larger demand on the

property of the State than the year before, while the total expenses, made up of current expenses and building and repairing expenses, have made a smaller demand.

Total Amount raised exclusively by Taxation and expended on the Public Schools.—The second and third expenditure columns of the preceding table (XVI.) include expenditures of money some of which was not raised by public taxation. The following table is based exclusively on amounts raised (or to be raised) by taxation, and expended (1) for school purposes, exclusive of repairs, alterations and construction of school buildings, (2) for repairs, alterations and construction of school buildings, and (3) for school purposes, inclusive of repairs, alterations and construction of school buildings:—

XVII. Table showing the Amounts raised by Taxation and expended on the Public Schools for Ten Years.

YEARS.	TOTAL AMOUNTS RAISED EXCLUSIVELY BY TAXATION FOR		
	School Expenses, exclusive of Buildings.	Repairs, Alterations and Construction of Buildings.	School Expenses, inclusive of Buildings.
1889-90, . . .	\$6,259,102 66	\$1,870,617 88	\$8,129,720 54
1890-91, . . .	6,490,266 09	1,901,572 90	8,391,838 99
1891-92, . . .	6,412,072 64	2,646,865 62	9,058,938 26
1892-93, . . .	7,193,134 32	2,275,302 20	9,468,436 52
1893-94, . . .	7,610,671 84	2,167,972 97	9,778,644 81
1894-95, . . .	7,968,463 46	2,500,903 85	10,469,367 31
1895-96, . . .	8,447,204 76	3,189,658 41	11,636,863 17
1896-97, . . .	8,937,403 31	3,258,345 95	12,195,749 26
1897-98, . . .	9,553,807 64	3,814,070 30	13,367,877 94
1898-99, . . .	10,021,503 87	3,603,310 20	13,624,814 07

The amount raised by taxation for all public school purposes, exclusive of buildings, for 1898-99, shows an increase of \$467,-696.23 over the preceding year, as against an average annual increase of \$376,240.12 for the past ten years, the total in-

crease for ten years being \$3,762,401.21. Add now the amount *raised* (or to be raised) *by taxation*, and expended for new buildings and for the alteration and repair of old buildings and the grand total rises to \$13,624,814.07, which indicates an increase for the year of \$256,936.13, as against an increase of \$1,172,128.68 last year and an average annual increase of \$549,509.35 for the past ten years, the total increase for ten years being \$5,495,093.53.

Expenditures for Children in the State between Five and Fifteen.—One condition of a town's receiving its share in the income of the school fund is that it shall raise by taxation for "the wages and board of teachers, transportation of school children, fuel for the schools, and care of fires and schoolrooms" a sum not less than three dollars for each person between the ages of five and fifteen years belonging to such town. For this reason the first series of graduated tables was planned (see Appendix). The amounts per child there given are based on expenditures for the foregoing purposes, as such expenditures are given in the sworn returns of school committees to the State, *plus* certain sums in the way of surplus revenue which towns have appropriated to the public schools, as explained in the remarks which accompany the graduated table referred to, the total for the last school year being \$8,849,342.98. Some of our school expenditures, like those for supervision by superintendents of schools and free text-books, were unknown when the first series of graduated tables was started, and so are not included in its computations. The following table, in the light of what has been said, will explain itself:—

XVIII. Table showing the Cost of the Public Schools for Each Child in the State between Five and Fifteen Years of Age for Ten Years.

YEARS.	Amount for Each Child as per Graduated Tables, First Series.	AMOUNT RAISED BY TAXATION AND EXPENDED FOR EACH CHILD FOR ALL SCHOOL PURPOSES—	
		Exclusive of Buildings.	Inclusive of Buildings.
1889-90,	\$14 92	\$16 91	\$21 96
1890-91,	15 40	17 23	22 28
1891-92,	15 05	16 74	23 65
1892-93,	16 39	18 44	24 27
1893-94,	16 88	19 00	24 42
1894-95,	17 23	19 48	25 60
1895-96,	17 87	20 24	27 88
1896-97,	18 16	20 71	28 27
1897-98,	19 02	21 64	30 28
1898-99,	19 70	22 90	30 92

Expenditures for Children in the Average Membership of the Public Schools.—As a matter of fact, however, there are many thousand children between five and fifteen who are in private schools or who have not begun to attend school at all, and whose schooling, therefore, costs the public nothing. There are many thousands more outside of these age limits of five and fifteen that attend the public schools, and so swell their cost. Then there are the expenditures that do not get into the graduated tables because of the operation of law. A more important fact than the cost of the schools for a child between five and fifteen is the cost of the schools for those that attend them. The following table is intended to show this cost for a series of ten years. The first column, based as it is on the graduated tables, gives the cost in a partial way,—the cost as determined from the basis of the sworn certificates and the surplus revenue, as explained in the preceding paragraph. The second column gives the full taxation cost for current expenses. The third column gives the taxation cost for all school purposes, including expenditures on buildings. It has

already been shown that the taxation burden for buildings does not come necessarily during the year the money is expended upon them, but it is sure to come, all the same. An expenditure included in one year's total, whether it belongs there or not, does not appear again in the totals for other years. If, therefore, the cost as given in the third column is unduly swollen in one year, it is correspondingly reduced in other years.

XIX. Table showing the Cost of the Public Schools for Each Child of the Average Membership for Ten Years.

YEARS.	Amount for Each Child as per Graduated Tables, Fourth Series.	AMOUNT RAISED BY TAXATION AND EXPENDED FOR EACH CHILD FOR ALL SCHOOL PURPOSES —	
		Exclusive of Buildings.	Inclusive of Buildings.
1889-90,	\$18 49	\$20 62	\$26 78
1890-91,	18 83	21 07	27 25
1891-92,	18 41	20 47	28 92
1892-93,	19 92	22 41	29 50
1893-94,	20 57	23 17	29 77
1894-95,	20 62	23 32	30 64
1895-96,	21 34	24 18	33 31
1896-97,	21 53	24 56	33 51
1897-98,	22 16	25 22	35 29
1898-99,	22 64	25 63	34 85

Relations of the School Tax to the General Tax. — It appears from the foregoing table that the cost of educating a child has shown during the past ten years an upward trend. Does this upward movement involve an increasing tax rate for the State, or an expenditure for schools of an increasing proportion of what is raised; or is it something that the increasing wealth of the State permits without affecting either the tax rate in general or the proportion of the general tax set aside for schools? Table XX. has been prepared to answer, at least in part, such questions.

XX. Table showing the Relations of the School Tax to the Municipal Tax for Ten Years.

YEARS.	Total Valuation of the State.	Total Municipal Tax for all Purposes.	DOLLARS ON A THOUSAND.				RATIO TO ENTIRE MUNICIPAL TAX OF —		
			Municipal Tax.	School Tax as per Graduated Tables.*	ENTIRE SCHOOL TAX.		School Tax as per Graduated Tables.*	ENTIRE SCHOOL TAX.	
					Buildings Excluded.	Buildings Included.		Buildings Excluded.	Buildings Included.
1889-90, . . .	\$2,072,170,863	\$30,216,650	\$14 58	\$2 71	\$3 02	\$3 92	.185	.207	.269
1890-91, . . .	2,154,134,626	31,503,666	14 62	2 69	3 01	3 89	.184	.206	.266
1891-92, . . .	2,245,042,273	32,242,721	14 36	2 56	2 85	4 03	.178	.198	.280
1892-93, . . .	2,333,025,090	34,465,969	14 77	2 74	3 08	4 05	.185	.208	.274
1893-94, . . .	2,428,339,029	36,397,292	14 98	2 78	3 13	4 02	.185	.209	.268
1894-95, . . .	2,471,521,505	36,914,205	14 93	2 85	3 22	4 23	.190	.215	.283
1895-96, . . .	2,542,348,993	38,084,609	14 98	2 93	3 32	4 57	.195	.221	.305
1896-97, . . .	2,622,520,278	39,954,339	15 23	2 98	3 40	4 65	.196	.223	.305
1897-98, . . .	2,702,328,054	41,593,555	15 39	3 10	3 53	4 94	.201	.229	.321
1898-99, . . .	2,764,242,784	43,792,378	15 84	3 20	3 63	4 93	.202	.229	.311

* Second series, page cxlii, Appendix.

Comments on Table XX. — A comparison of the total municipal tax of the State for all purposes with the total valuation of the State indicates an average rate of taxation for the State of \$15.84 on each thousand dollars worth of property, — an increase from the preceding year of 45 cents. The increase in the expenditures for schools both as per graduated tables and as per entire tax exclusive of buildings was 10 cents on a thousand dollars, or 22 per cent. of the total increase of 45 cents. If buildings are included, there was a decrease in school expenditures of 1 cent on a thousand dollars. It should be noted that the proportion of the municipal tax expended on schools is about the same as a year ago, or, if buildings are included, a little less.

The State as a whole devotes about \$23 on each hundred dollars of what it raises by taxation (more accurately, \$22.90) to the current expenses of the schools (*excluding* repairs, alterations and new construction of buildings). This percentage for the wealthier places would yield much more than they now expend on their schools. It would give Boston, for example, about \$900,000 more than she now uses for current expenses, Brookline about \$60,000 more, and so on. For the poorer places, the same percentage would yield much less than they now expend.

The State as a whole devotes 36 cents on each hundred dollars of its valuation (more accurately, \$3.63 on each thousand dollars) to current school expenses. This percentage of valuation, like the percentage of the amount raised by taxation, would yield for the wealthier places sums largely in excess of their present current expenditures. It would give Boston, for example, over \$1,250,000 in excess, Brookline over \$100,000, and other places of relatively large valuations corresponding amounts. For places of relatively low valuations the same percentage would yield inadequate sums, and put upon them the stigma of neglecting their schools. In the case of Boston the Legislature of 1898 (see chapter 400, Acts of 1898) has given the school committee authority to expend for current expenses (*including* repairs and alterations of school buildings, but not new construction), for the financial year of 1900 and each financial year thereafter, a sum not exceeding \$2.90 on each thousand dollars of her valuation.

There are serious reasons why wealthy places should not tax themselves up to the State average, on the one hand, and why poor places should not tax themselves down to it, on the other, for local school purposes. The one course would mean a reckless use of public money; the other, sacrifice of the schools themselves. Hence the painfully striking inequalities in school maintenance and in school privileges, — wealth taxing itself lightly for the best the market affords and poverty taxing itself heavily for such humble things as it can get. Inasmuch as the State puts the same school obligations upon all, conformity to which makes for the welfare of all, it would seem to stand to reason that inequalities of burden caused by the joint action of all for the common welfare should be reduced somewhat by the joint effort of all. Massachusetts recognizes this principle to a slight extent, but not so fully as the gravity of the situation demands.

The Increase in the School Tax not so great as it seems. — Attention was called in the sixty-second report, pages 140, 141, to the fact that until recently certain school expenditures of a miscellaneous character scarcely appeared at all in the returns of the school committees. For the last four years these expenditures have been reported under the head of "sundries," and so have been included in the totals representing the cost of the schools. These sundries for the past four years have amounted to \$1,213,112.29. The omission of most of these sundries from the returns of previous years makes the cost of the schools as returned for those years less than it really was. Table XX. shows, for example, an average of \$3.05 per thousand dollars expended for current school expenses during the first six years there recorded, and an average of \$3.47 for the last four years, the former period omitting sundries such as are included in the latter, and the omission accounting for nearly all the increase of the last four years over the preceding six. Thus the sundries for 1898-99 amounted to 53 cents on each thousand dollars of valuation. The omission of these sundries, therefore, would drop the amount for current school expenses for 1898-99 from \$3.63 per thousand dollars to \$3.10 per thousand. In like manner, the omission of sundries from the current school expenses of the

last four years so as to make the comparison of these years with the first six more nearly fair would drop the amount for such expenses from \$3.47 per thousand dollars to \$2.97 per thousand, which is 8 cents per thousand dollars less than the average for the first six years. In other words, had "sundries" been as successfully gathered during the first part of the decade as during the last part, Table XX. would have shown no increase whatever in the ratio of the school tax to the general municipal tax, but a slight reduction rather.

The total tax for all municipal purposes has risen from \$14.58 in 1889-90 to \$15.84 in 1898-99, — an increase of 1.26 cents. The total tax for schools, buildings excluded, has increased during the same time from \$3.02 to \$3.63, or 61 cents in all, but, for reasons just given, the increase is more apparent than real. The total tax for schools, buildings included, has risen from \$3.92 in ten years to \$4.93, or \$1.01 in all; but, it needs to be repeated, some of this increase of \$1.01 is not real and some of it does not belong to the years to which it has been assigned.

To show the fluctuations in that part of the school expenditures occasioned by the repair and construction of school buildings, it may be said that building expenditures increased the school expenses in 1889-90 by 90 cents of the total municipal tax; in 1890-91 by 80 cents; in 1891-92 by \$1.18; in 1892-93 by 97 cents; in 1893-94 by 89 cents; in 1894-95 by \$1.01; in 1895-96 by \$1.25; in 1896-97 by \$1.25; in 1897-98 by \$1.41, and 1898-99 by \$1.30. The last four years, as clearly shown by these figures, have been years of extraordinary activity in building schoolhouses.

TEACHERS AND TEACHERS' WAGES.

XXI. Table showing the Numbers of Teachers employed, Male and Female, and Totals, for Ten Years; their Wages per Month, with the Increase and Decrease of the Same; also the Numbers of Teachers who have attended Normal Schools, and the Numbers of Normal Graduates employed.

	TEACHERS.			WAGES PER MONTH.				NORMAL TEACHERS.		
	Male.	Female.	Total.	Male.	Increase and Decrease.	Female.	Increase and Decrease.	Attended Normal School.	Normal Graduates.	
1890,	1,017	9,807	10,824	\$126 58	Increase, \$17 70	\$44 79	Decrease, \$1 14	3,504	Increase, 161	2,819
1891,	1,016	9,680	10,646	118 07	Decrease, 8 51	48 17	Increase, 3 38	3,736	Increase, 232	3,070
1892,	992	9,978	10,965	134 22	Increase, 16 15	46 52	Decrease, 1 65	4,059	Increase, 328	3,267
1893,	989	10,244	11,233	140 78	Increase, 6 51	48 13	Increase, 1 61	4,131	Increase, 72	3,473
1894,	1,009	10,706	11,714	129 41	Decrease, 11 32	47 91	Decrease, 22	4,222	Increase, 91	3,575
1895,	1,046	10,981	12,027	128 55	Decrease, 86	48 38	Increase, 47	4,368	Increase, 146	3,734
1896,	1,078	11,197	12,275	136 03	Increase, 7 48	50 30	Increase, 1 92	4,540	Increase, 172	3,908
1897,	1,120	11,723	12,843	144 80	Increase, 8 77	52 20	Increase, 1 90	4,661	Increase, 121	4,103
1898,	1,174	12,029	13,203	137 50	Decrease, 7 30	51 44	Decrease, 76	5,087	Increase, 426	4,425
1899,	1,197	12,206	13,402	136 23	Decrease, 1 27	51 41	Decrease, 03	5,404	Increase, 317	4,687

Comments on Table XXI.—The number of public schools reported was 258 more than the preceding year; the number of teachers required for the public schools, 281 more; and the number of different teachers employed, 199 more. The ratio of the number of men employed to the number of women for each year of the last ten is as follows:—

YEARS.	Ratio of Men to Women.	YEARS.	Ratio of Men to Women.
1890,	1 to 9.2	1895,	1 to 10.5
1891,	1 to 9.5	1896,	1 to 10.5
1892,	1 to 10.1	1897,	1 to 10.5
1893,	1 to 10.4	1898,	1 to 10.2
1894,	1 to 10.6	1899,	1 to 10.2

For the first five years the women gained on the men, for the next three years the ratio was constant, and for the last two the men gained on the women.

By comparing the number of different teachers employed with the number of positions to be filled, it is possible to ascertain whether the trend is away from or towards greater permanency of tenure. The following table shows the ratio between the number of different teachers and the number of positions, for each of the last ten years:—

YEARS.	Ratio of Teachers to Positions.	YEARS.	Ratio of Teachers to Positions.
1890,	1.16 to 1	1895,	1.16 to 1
1891,	1.15 to 1	1896,	1.15 to 1
1892,	1.16 to 1	1897,	1.14 to 1
1893,	1.15 to 1	1898,	1.12 to 1
1894,	1.16 to 1	1899,	1.12 to 1

It appears that the ratio was very nearly constant for the first seven years. Since that time the ratio indicates an in-

creased permanency of tenure. The ratio in 1881, when data were first gathered to determine it, was 1.18 to 1. The Boston ratio for 1899 was 1.02 to 1, which indicates a high degree of permanency. In 1898, for 59 towns that paid salaries of less than \$30 a month to women, the ratio was 1.41 to 1. Where high wages are paid, changes in the teaching force are infrequent; where low wages are paid, changes abound.

Decrease in Salaries.—The table shows a decrease in the monthly wages of men of \$1.27; in the monthly wages of women, 3 cents. These reductions are so slight that they do not forbid the inference that salaries for the past year have remained practically stationary. A year ago there was reported a decrease of \$7.30 for men and 76 cents for women. For the salaries of men and women in the high schools, as compared with those of men and women in the elementary schools, reference should be made to pages 145–147 of the sixty-second report. It was there shown that the men in the high schools averaged \$144.16 per month, and the women \$72.11; while in the schools below the men averaged \$150.09, and the women \$49.61. Relatively more men than women hold positions as principals; more women than men, positions as assistants. This is a partial explanation of the difference in their pay. It also makes a difference that the humbler and more poorly paid positions go to women more freely than to men. Moreover, the salaries of women grade lower, in general, than those of men, when there is hardly difference enough in work and responsibility to justify it. Still, it is frequently, if not generally, true that when women are appointed to positions that have usually been held by men and carry with them well-recognized salaries established for men, they take these salaries with the positions. And the same may be said of men who are appointed to positions usually held by women and carrying salaries established for women. If they take the positions, they also take the salaries that go with them. While the salaries in these cases are originally determined somewhat by the general recognition of the positions as primarily men's positions or women's positions, they remain constant, or substantially so, thereafter, not falling for women nor rising for men.

Proportion of Normal School Pupils in the Teaching Force.
—The proportion of professionally trained persons entering

the ranks of teachers is steadily growing, as the following statement clearly shows:—

YEARS.	PERCENTAGE OF THE WHOLE NUMBER OF DIFFERENT TEACHERS —	
	Who have attended Normal Schools.	Who are Graduates of Normal Schools.
1889-90,	34.0	27.3
1890-91,	35.1	29.0
1891-92,	37.0	29.8
1892-93,	38.8	30.9
1893-94,	36.0	30.5
1894-95,	36.3	31.0
1895-96,	37.0	31.8
1896-97,	36.3	31.9
1897-98,	38.5	33.5
1898-99,	40.3	34.9

Of the 59.7 per cent. who have not attended normal schools, a few have probably been appointed without reference to their preparation or fitness for their work; some have had a little preliminary training in local schools for the purpose; some began to teach before normal school preparation had attracted the attention of school committees as an important prerequisite; some are college graduates. A considerable proportion of this percentage of 59.7 is made up of the older teachers of the State, many of whom hold high positions, which they fill with ability and honor. It would be rash to assume, therefore, that a line between those who are professionally trained and those who are not separates a desirable class from a non-desirable one. The true way to put it is that, of new candidates for teaching positions, there is a strong presumption that those specially trained for the work will make better teachers than those not so trained; and a still stronger presumption that any candidate, promising or not, will make a better teacher for his training than he would make without it.

Certain Expenditures for State Reimbursement of Teachers' Salaries. — Chapter 408, Acts of 1896, provides as follows : —

With the approval of the state board of education there may be paid from the income of the school fund, to any town having a valuation of less than two hundred and fifty thousand dollars, a sum not exceeding two dollars per week for the actual time of service of each teacher, approved by the school committee of said town after special examination as to exceptional ability, employed in the public schools of said town, which sum shall be added to the salary of such teacher : *provided*, that the amount paid by the town toward the salary of such teacher shall not be less than the average salary paid by said town to teachers in the same grade of school for the three years next preceding, and that by said addition no teacher shall receive more than ten dollars per week.

This act was approved May 16, 1896, and became operative June 16, 1896.

An amendment changing two hundred and fifty thousand dollars to three hundred and fifty thousand became operative on the date of its approval, June 10, 1897.

The towns entitled for the school year of 1899 and 1900 to the benefits of the law, as amended, are the following : —

Barnstable County. — Eastham, Mashpee, Truro.

Berkshire County. — Alford, Clarksburg, Florida, Hancock, Monterey, Mount Washington, New Ashford, Otis, Peru, Richmond, Sandisfield, Savoy, Tyringham, Washington, Windsor.

Dukes County. — Chilmark, Gay Head, Gosnold.

Franklin County. — Charlemont, Hawley, Heath, Leverett, Leyden, Monroe, New Salem, Rowe, Shutesbury, Warwick, Wendell.

Hampden County. — Holland, Montgomery, Tolland, Wales.

Hampshire County. — Chesterfield, Cummington, Goshen, Greenwich, Middlefield, Pelham, Plainfield, Prescott, Westhampton, Worthington.

Middlesex County. — Boxborough, Carlisle, Dunstable.

Plymouth County. — Halifax, Plympton.

Worcester County. — Dana, Oakham, Paxton, Phillipston.

The foregoing list is determined by the valuations of the towns for May 1, 1899, as returned to the Secretary of the Commonwealth.

The following statement gives a summary of the workings of the law : —

YEARS.	Number of Towns.	Number of Teachers.	Amount reimbursed.	Increase over Preceding Year.
1896-97, . . .	23	127	\$4,117 84	-
1897-98, . . .	45	220	7,833 19	\$3,715 35
1898-99, . . .	49	282	10,532 19	2,699 00

The following table gives the cost of executing the law for the school year beginning in September, 1898, and ending in June or July, 1899 : —

XXII. Table showing Salary Reimbursements on Account of Public School Teachers in Small Towns.

TOWNS.	Number of Different Teachers affected.	To what Date.	Amount claimed.
Alford,	2	July 1, 1899,	\$76 00
Boxborough,	5	June -, 1899,	272 00
Carlisle,	2	June -, 1899,	80 02
Charlemont,	19	July 1, 1899,	536 32
Chesterfield,	4	June 30, 1899,	137 05
Chilmark,	3	June 23, 1899,	128 00
Clarksburg,	5	June 23, 1899,	272 00
Cummington,	7	July 1, 1899,	285 00
Dana,	5	June 23, 1899,	252 00
Dunstable,	2	June 16, 1899,	90 00
Eastham,	4	June 9, 1899,	159 00
Florida,	7	July -, 1899,	268 00
Gay Head,	1	June 9, 1899,	63 00

XXII. Table showing Salary Reimbursements, etc. — Continued.

TOWNS.	Number of Different Teachers affected.	To what Date.	Amount claimed.
Goshen,	6	June 30, 1899,	\$174 00
Greenwich,	4	June 24, 1899,	76 35
Hawley,	10	July 1, 1899,	290 00
Heath,	8	June 30, 1899,	253 50
Holland,	1	June 23, 1899,	70 00
Leverett,	6	June 16, 1899,	236 82
Leyden,	6	June 30, 1899,	149 40
Mashpee,	1	June 23, 1899,	64 00
Middlefield,	9	June 30, 1899,	322 00
Monroe,	6	July 15, 1899,	240 00
Monterey,	5	June —, 1899,	155 00
Montgomery,	4	July 10, 1899,	196 00
Mount Washington,	1	July 7, 1899,	24 00
New Ashford,	1	Sept. 1, 1899,	8 80
New Salem,	12	July 1, 1899,	342 00
Otis,	2	June 30, 1899,	64 00
Pelham,	5	June 30, 1899,	226 00
Peru,	7	June 30, 1899,	176 00
Phillipston,	8	June 30, 1899,	126 00
Plainfield,	7	June 30, 1899,	187 54
Plympton,	1	June 30, 1899,	72 00
Prescott,	6	June 16, 1899,	300 00
Richmond,	5	June 30, 1899,	356 00
Rowe,	6	July 1, 1899,	214 00
Sandisfield,	10	June 30, 1899,	321 00
Savoy,	10	July 7, 1899,	356 00

XXII. Table showing Salary Reimbursements, etc. — Concluded.

TOWNS.	Number of Different Teachers affected.	To what Date.	Amount claimed.
Shutesbury,	4	July 1, 1899,	\$199 89
Tolland,	8	July 1, 1899,	210 50
Tyringham,	2	June 30, 1899,	44 00
Wales,	7	June 16, 1899,	408 00
Warwick,	5	June 30, 1899,	296 00
Washington,	14	Aug. 1, 1899,	395 00
Wendell,	7	June 30, 1899,	295 00
Westhampton,	4	June 24, 1899,	256 00
Windsor,	11	Aug. —, 1899,	400 00
Worthington,	12	July 1, 1899,	409 00
49 towns,	282	—	\$10,532 19

While many teachers who receive additions to their salaries from the State are fairly entitled to them, it is a question in some instances whether the State's help has brought to the schools the added efficiency intended. The State has provided no authoritative way of assuring itself of a satisfactory use of its aid. How far it may be expedient to insist that the persons whose salaries are paid in part by the State shall first be approved by the State, is an open question. In the single case of teachers employed in training schools connected with the normal schools, — teachers paid full salaries by their respective towns and cities and additional sums by the State, — their appointment must be satisfactory to the State as well as to the school committees. There is no question but that superintendents of schools, if wisely selected and entrusted with the power of nomination, are more likely to make good selections of teachers than school committees; and, therefore, that towns with superintendents are more likely than towns without to make effective use of the State's contributions to teachers'

salaries. This is one of several reasons why the State should now make the employment of a superintendent of schools universal and permanent.

EXPENSES OF TEXT-BOOKS AND SUPPLIES.

XXIII. Table showing the Sum appropriated and the Rate per Scholar, for the Past Ten Years, for Books, Stationery, Maps, Charts, etc.

YEARS.	Total Expense of Books, etc.	Expense of Books, etc., per Pupil.	YEARS.	Total Expense of Books, etc.	Expense of Books, etc., per Pupil.
1889-90, .	\$469,924 02	\$1 54	1894-95, .	\$620,779 10	\$1 82
1890-91, .	494,545 27	1 60	1895-96, .	522,652 91	1 50
1891-92, .	532,580 73	1 70	1896-97, .	578,146 59	1 59
1892-93, .	562,228 00	1 75	1897-98, .	592,905 76	1 56
1893-94, .	581,684 57	1 77	1898-99, .	585,876 27	1 50
Average for ten years,					\$1 63

Cost of Text-books and Supplies.—The cost of text-books and supplies the past year was \$1.50 for each pupil in the average membership. Were the cost based on each pupil in the total membership, it would be only \$1.24. The expenditure for text-books and supplies is determined, in first or original purchases thereof, by a number of pupils not far from the probable total membership for the year; the consumption of such material, however, is determined by a number not far from the average membership for the year. The surplus of one year or period means a reduced purchase for the next year or period; so that, in the long run, the average membership proves to be the most satisfactory basis for the table. There is no question but that the schools are more promptly, fully and satisfactorily as well as more cheaply equipped with text-books and supplies under the free text-book law than ever before, or than they would be likely to be to-day if there were no such law.

EXPENSE OF CONVEYING CHILDREN.

XXIV. *Table showing the Amount expended for transporting Children to School for the Past Ten Years.*

YEARS.	Sum expended.	Increase.	Per Cent. of Increase.	YEARS.	Sum expended.	Increase.	Per Cent. of Increase.
1889-90, .	\$24,145 12	\$2,026 74	.09	1894-95, .	\$76,608 29	\$12,990 31	.19
1890-91, .	30,648 68	6,503 56	.27	1895-96, .	91,136 11	14,527 82	.16
1891-92, .	38,726 07	8,077 39	.26	1896-97, .	105,317 13	14,181 02	.12
1892-93, .	50,590 41	11,844 34	.31	1897-98, .	123,032 41	17,715 28	.17
1893-94, .	63,617 98	13,027 57	.26	1898-99, .	127,409 22	4,376 81	.04

Significance of Table XXIV.—Expenditures for the conveyance of children measure approximately the extent of the movement to consolidate thinly attended schools. The money saved by such consolidation pays in part, in full, or in full with something to spare, for central schools, with better rooms, better equipment and better teachers, and for the conveyance of the children thereto.

Such consolidation is not without its perplexities. The local school has been closed; conveyance for most of the children has been provided without difficulty; but here is a child, for example, in a part of the town remote or difficult of access,—a child, it may be, for whom the discontinued school was by no means convenient, though with effort attainable. Now it costs as much to convey this child as a score of the rest. The cost is disproportionate, makes a sad inroad upon the often scant appropriation, looks ugly in the annual report. Nor does it help the situation, if the parent so tenaciously stands on his legal right to convenient schooling for his child, or on his right to consideration as a tax payer, or on both, as to refuse to make those possible concessions that his isolation should in equity prompt. It is hardly surprising that now and then a school committee shrinks from providing the expensive conveyance that would solve the problem. The result is, that a parent whose legal duty it is to send his child to school cannot discharge it; a school committee bound by law not only

to provide convenient schooling for children but to enforce their schooling, whether it is convenient or not, fails in both, and a child entitled to the benefits of school misses what Massachusetts prides herself in regarding as his richest birth-right.

Parents in such cases not unfrequently apply to the State Board of Education for redress. Only one answer is possible, namely, that the Board has no authority whatever in the matter. The law has placed, and very properly, too, full control here in the hands of the school committee. Its decisions are final, unless the courts overrule them or the people reverse them by changing the committee. The Board, through its secretary and agents, does not hesitate, however, to point out rights on the one hand and duties on the other, and to urge the utmost of mutual consideration, to the end that the supreme purpose of the law, to wit, the schooling of the child, shall not fail of accomplishment.

It becomes parents whose isolation makes it hard for a town to school their children to accept certain consequences of their isolation. Walking a little farther than others are required to walk, meeting the carriage on the neighboring highway or where the school used to be held, attending school over the border in an adjoining town, or otherwise waiving the full measure of accommodation accorded to others less inconveniently placed, — these are samples of concession that smooth the way to a favorable outcome. They may not reduce very much the burden of the town, but they may win a disposition to bear it more gracefully. It becomes the school committee, on its side, to do its utmost, in spite of any exceptional cost involved, to make the schooling convenient for all, and, when it has done so, to insist, even to invoking the law, that children within the compulsory years shall avail themselves of it. Hardly a situation can occur so extraordinary or unique but that the committee can compass it, if it will. There was the problem of No Man's Land, — an island some miles off the coast of Martha's Vineyard, with only two children of school age. So long as the town to which the island belonged sent a special teacher to the children, and the teacher could find board on the island, all went well, in spite of the cost. But when the teacher could no

longer be boarded there, the problem of schooling the children took on a darker hue. Daily ocean voyages to and from school in town, to say nothing of long additional journeys on land, were hardly feasible. The dory was laborious and slow, the sail boat uncertain, a steamer out of question, and in a storm it mattered little whether the children were on No Man's Land or at the Bermudas. But even here a way at length appeared; a relative in a neighboring town took the children at a modest charge and sent them to school, their own town paying the bills, and happy that it was cheaper to do so than maintain a teacher in its island dependency or a transportation line across the sea between.

It was the real or supposed failure of certain towns to make their schooling convenient through conveyance of pupils that recently called forth the following statements and resolutions from the grand jury of Franklin County: —

Whereas, the statutes of the Commonwealth (1898, chapter 496, section 7) provide that every child shall have the right to attend the public schools in the city or town in which his parents or guardians have a legal residence, or in which the child himself actually resides;

And whereas, section 1 of the same statute provides that every town and city shall maintain, for at least thirty-two weeks in the year, a sufficient number of schools for the instruction of all the children who may legally attend the public schools therein;

And whereas, the grand jury are of the opinion and have been advised that all children under the age of twenty-one years are reasonably and legally entitled to this privilege of attending school, and "schools sufficient" are schools so located that pupils can safely walk to and from school, or can be safely carried by some conveyance so equipped as to protect pupils from inclement weather;

And whereas, it has been brought to the attention of the grand jury of Franklin County at the November sitting, 1899, that in some towns the means of transportation are inadequate, the work sometimes entrusted to unsuitable persons, and in some instances children over fourteen years old needing such transportation have been refused;

It is now *Resolved*, that this grand jury are unanimously of the opinion that in cases where pupils, by reason of the discontinuance of local schools or otherwise are obliged to attend distant schools,

the facilities for transportation should be adequate for all children under twenty-one years of age who desire to attend school.

To be adequate, the work of transportation should be entrusted to safe and discreet persons, who shall provide vehicles and robes or blankets which will insure protection to all the children so entitled to transportation, without danger to health.

Resolved, that the clerk of the grand jury be requested to furnish this resolution to the public press of Franklin County.

CHARLES F. ELMER, *Foreman*.

CHARLES E. WINSLOW, *Clerk*.

Before resorting to the indictment of towns for failures to discharge in full their conveyance duties,—failures which might be due in some cases to misinterpretations of duty rather than to neglect of it,—the grand jury of Franklin County evidently deemed it wise to make known what they conceive to be the law in relation to those duties.

Every statement here made preliminary to the resolution expressing the grand jury's opinion has the amplest support in law, in decisions of the courts and in general practice. When people speak of the "legal school period," they give it one or the other of two meanings, according to the point of view taken. If the period is meant during which children *must* attend school, it is fixed by law as extending from seven to fourteen. If, however, the period is meant during which children *may* attend school, that is, have the right to attend school, then the grand jury's opinion is sound that it extends from such time as children have sufficient capacity to attend school up to the age of twenty-one. On this point the supreme court of Massachusetts, in the case of *Needham v. Wellesley*, 139 Mass. 372, ruled as follows:—

The Public Statutes, chapter 47, section 4, provide that "all children within the Commonwealth may attend the public schools in the place in which they have their legal residence, subject to the regulations prescribed by law." Under this provision all the residents of the Commonwealth under the age of twenty-one years, as soon as they have sufficient capacity, are entitled to attend the public schools, subject to such lawful regulations as may be made; and, by its natural meaning, the expression "scholars of legal school age," includes all those who are entitled to attend the public schools.

Should the question arise as to when the time or age of "sufficient capacity" begins, that is for the school committee to decide. This it does when it fixes a minimum age for admission to school.

For a full discussion of the facts and problems of conveyance in Massachusetts, see the report of Mr. G. T. Fletcher, agent of the Board, entitled, "The consolidation of schools and the conveyance of children," and printed in the sixty-second report of the Board.

SUPERVISION BY SUPERINTENDENTS OF SCHOOLS.

Expense of Supervision.—The annual expenditure for supervision by school committees is made up largely of clerical expenses incident to the administration of systems of growing magnitude and complexity. Only a small part of it is due to payments to members of school committees for services. The majority of school committees — practically all that have to do with large numbers of children and large expenditures of money — serve without pay. The expenditure of Boston, for example, for supervision by the school committee, was \$43,765.28, not a cent of which was paid to its members for salaries. It is only in small towns, where pupils are few and expenditures small, that committees charge for their services, and even here many committees waive salaries which they might legally receive. The annual expenditure for superintendents of schools given in Table XXV. is made up wholly of their salaries, so far as they are paid by the towns and cities, contributions by the State being omitted. In the corresponding tables of preceding reports, the salaries of the Boston supervisors are included under the expense of school committees instead of under the expense of superintendents. The present table transfers their salaries from the former head to the latter, where they properly belong. With this transfer, the expense of the Boston school committee for 1898–99 becomes \$43,765.28, instead of \$66,445.28, as returned, and of supervision by superintendents (or supervisors) \$26,888, instead of \$4,200, as returned.

XXV. *Table showing the Expense of Supervision, both by School Committees and by Superintendents of Schools, for the Last Ten Years.*

YEARS.	EXPENSE OF SUPERVISION.			INCREASE EACH YEAR.	
	By School Committees.	By Superintendents.	Total.	School Committees.	Superintendents.
1889-90, .	\$89,969 15	\$187,673 28	\$227,642 43	\$123 38*	\$13,668 38
1890-91, .	87,358 84	157,804 79	245,163 63	2,610 31*	20,191 51
1891-92 .	79,481 48	170,218 48	249,699 96	7,877 36*	12,413 69
1892-93, .	89,026 73	195,737 63	284,764 36	9,545 25	25,519 20
1893-94, .	90,358 77	209,536 64	299,895 41	1,332 04	13,779 01
1894-95, .	91,281 51	218,372 48	309,653 99	922 74	8,835 84
1895-96, .	92,250 90	224,423 17	316,674 07	969 39	6,050 69
1896-97, .	95,664 80	230,425 66	326,090 46	3,413 90	6,002 49
1897-98, .	101,412 86	231,719 13	333,131 99	5,748 06	1,293 47
1898-99, .	105,002 46	233,561 77	338,564 23	3,589 60	1,842 64

* Decrease.

It appears from the foregoing table that the first six years of the period were years of rapid growth for supervision by superintendents, while the last four show its extension, indeed, but at a rapidly diminishing pace. This is to be expected, of course, as the field for expansion grows smaller. It looks very much as if the limit of voluntary growth were nearly reached.

The expenditure for supervision by superintendents was first separately given in the thirty-fifth annual report for the school year of 1870-71, although Massachusetts made a beginning in employing superintendents at least thirty years before, if not earlier. The increase in expenditure for such supervision, as shown by the following statement, measures the rapidity and degree of its extension :—

YEARS.	EXPENSE OF SUPERVISION.			INCREASE EACH DECADE.	
	By School Committees.	By Superintendents.	Total.	School Committees.	Superintendents.
1870-71, .	\$83,060 96	\$39,026 50	\$122,087 46	-	-
1880-81, .	74,141 87	85,172 22	159,314 09	\$8,919 09*	\$46,145 72
1890-91, .	87,358 84	157,804 79	245,163 63	13,216 97	72,632 57
1898-99, .	105,002 46	233,561 77	338,564 23	17,643 62	75,756 98

* Decrease.

The cost of supervision by school committees has increased only twenty-six per cent. since 1870; that of supervision by superintendents, four hundred and ninety-eight per cent. Indeed, so far as the payment of school committees for personal services is concerned, there has been a heavy reduction since 1870, since in cities with superintendents school committees are not permitted by law to be paid, while in towns outside of superintendency districts they cannot be paid without a special vote of the town to that effect, and so are generally unpaid. In superintendency districts committees are paid unless they waive their right to payment, as they sometimes do.

The cost of supervision by school committees throughout the State is less than one per cent. of the total amount raised for all school purposes; of supervision by superintendents, a little over one and one half per cent. By counties, the cost of the former varies from about four tenths of one per cent. of the total expenditure for schools to two and even three per cent.; the cost of the latter, from one tenth of one per cent. to five, six and even seven per cent. These extremes of cost serve to mark the inequalities of school conditions that abound in Massachusetts.

SUPERVISION BY SUPERINTENDENTS, AS SHOWN BY COUNTIES AND TOWNS.

XXVI. Table showing by Counties the Number and Per Cent. of Towns and Cities not under Superintendents; also the Number of Towns and the Number and Per Cent. of Schools and Children under Superintendents.

COUNTIES, 1898-99.	NUMBER OF TOWNS NOT HAVING SUPERINTENDENTS.		NUMBER OF TOWNS WHICH EMPLOY SUPERINTENDENTS.							
	Number.	Per Cent.	UNDER LAWS OF—			Total Towns.	SCHOOLS.		CHILDREN.	
			1854.	1870.	1898-99.		Number.	Per Cent.	Number.	Per Cent.
Barnstable,	2	13.3	2	-	11	13	136	87.7	4,579	90.9
Berkshire,	15	46.8	5	2	10	17	335	81.7	16,523	88.0
Bristol,	5	25.0	8	-	7	15	758	94.1	33,984	94.4
Dukes,	2	23.5	-	-	5	5	20	90.9	585	90.8
Essex,	12	35.2	17	-	5	22	1,099	88.7	48,894	89.5
Franklin,	6	23.0	2	-	18	20	215	83.9	7,137	90.4
Hampden,	4	17.3	7	-	12	19	624	96.7	23,779	99.0
Hampshire,	12	52.1	8	-	8	11	210	70.9	8,152	78.3
Middlesex,	3	5.4	30	-	21	51	2,018	99.3	100,876	99.4
Nantucket,	1	100.0	-	-	-	-	-	-	-	-
Norfolk,	3	10.7	16	-	9	25	621	95.0	27,109	95.1
Plymouth,	8	29.6	8	-	11	19	424	87.4	18,597	91.5
Suffolk,	-	-	4	-	-	4	1,715	100.0	94,201	100.0
Worcester,	10	16.9	14	-	35	49	1,244	92.9	57,127	94.6
Totals,	83	23.5	116	2	152	270	9,469	93.5	451,543	95.6

Supervision by Superintendents, as shown by Counties and Towns. — It appears from the table that 270 towns have superintendents of schools, while 83 have none. These 83 towns, however, contain less than seven per cent. of the schools of the State and less than five per cent. of the children.

All the superintendents but five * have been appointed either under the law of 1854 or under the district superintendency laws of 1888, 1893 and 1898. It has been erroneously assumed in previous reports that certain so-called unions outside of district superintendencies, in which a superintendent serves two or more towns, were organized under the law of 1870 (see sections 44 and 45, chapter 44, Public Statutes), which authorizes towns to form unions, but without aid from the State. Special inquiries have brought out the fact that in every case but one, † while the school committees of the so-called union have sometimes conferred, the superintendent has practically received his appointment from the separate towns, acting independently, and acting, therefore, under the law of 1854. In other words, there is but one union † in the State organized under the law of 1870, and that might have been formed under the law of 1854.

Classification of Superintendents. — The superintendents of Massachusetts may be classified as follows: —

1. Superintendents who give full time to single cities or towns.
2. Superintendents who give full time to groups of two or more towns not aided by the State.
3. Superintendents who give full time to groups of towns aided by the State.
4. Superintendents who give part time to single towns.
5. High school principals who also serve as superintendents.
6. Members of school committees returned as superintendents.

Appointments of superintendents in the first, second (with one exception), fourth, fifth and sixth groups are made under the law of 1854 (see section 43, chapter 44, Public Statutes). Appointments in the third group are made under the laws of 1888, 1893 and 1898 (see chapter 466, Acts of 1898, where previous acts have been codified), or, in a few cases, under special acts of the Legislature.

* See note 1, page 181.

† That of Great Barrington and Lenox.

The following table gives the names, addresses and salaries of superintendents, arranged in accordance with the foregoing classification : —

XXVII.

Group 1. — Superintendents giving Full Time Each to a Single City or Town.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Arnold, Sarah L, *	\$3,780 00	Boston, . . .	Boston.
Ballet, Thomas M., †	4,000 00	Springfield, . .	Springfield.
Bates, William C., . .	3,300 00	Fall River, . . .	Fall River.
Blodgett, S. F., . . .	2,000 00	Framingham, . .	Framingham.
Bouton, Eugene, . . .	2,300 00	Pittsfield, . . .	Pittsfield.
Boyden, O. F., . . .	2,150 00	Taunton, . . .	Taunton.
Brehaut, James W., . .	1,700 00	North Attleborough,	North Attleborough.
Brockway, C. E., . . .	1,800 00	West Springfield, .	West Springfield.
Brodeur, C. A., . . .	1,800 00	Chicopee, . . .	Chicopee.
Bruce, Orsamus B., . .	2,700 00	Lynn, . . .	Lynn.
Burke, John E., . . .	3,000 00	Lawrence, . . .	Lawrence.
Carfrey, J. H., . . .	1,800 00	Northampton, . .	Northampton.
Carroll, C. F., . . .	4,000 00	Worcester, . . .	Worcester.
Clarke, John T., . . .	1,400 00	Southbridge, . . .	Southbridge.
Cogswell, Francis, . . .	3,500 00	Cambridge, . . .	Cambridge.
Condon, Randall J., . .	2,500 00	Everett, . . .	Everett.
Conley, George H., *	3,780 00	Boston, . . .	Boston.
Dame, D. P., . . .	2,250 00	Mattapan, . . .	Milton.
Danforth, G. H., . . .	1,800 00	Greenfield, . . .	Greenfield.
Davis, Josiah B., . . .	888 00	Millville, . . .	Blackstone.
Draper, Frank O., . . .	2,500 00	Hyde Park, . . .	Hyde Park.
Dutton, Samuel T., . .	4,000 00	Brookline, . . .	Brookline.
Edgerly, Joseph G., . .	2,700 00	Fitchburg, . . .	Fitchburg.
Emerson, Thomas, . . .	2,000 00	Woburn, . . .	Woburn.
Fickett, W. C., . . .	1,800 00	Spencer, . . .	Spencer.
Fifield, A. B., . . .	3,500 00	Newtonville, . .	Newton.
Gay, George E., . . .	2,500 00	Malden, . . .	Malden.
Gray, John C., . . .	1,900 00	Adams, . . .	Adams.
Haley, Charles W., . .	1,650 00	Milford, . . .	Milford.
Hall, I. Freeman, . . .	2,750 00	North Adams, . .	North Adams.
Hardy, A. L., . . .	1,500 00	Amherst, . . .	Amherst.

* Supervisor, Boston.

† On leave of absence for a year. George I. Aldrich is acting superintendent.

XXVII. — Continued.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Hatch, William E., . . .	\$3,500 00	New Bedford, . . .	New Bedford.
Hayward, Harriet S., Ass't,*	1,000 00	Brockton, . . .	Brockton.
Heavens, F. J., . . .	2,000 00	Plymouth, . . .	Plymouth.
Hine, Roderick W., . . .	2,100 00	Dedham, . . .	Dedham.
Holmes, Stanley H., . . .	2,000 00	Westfield, . . .	Westfield.
Horne, Irving W., . . .	1,400 00	Braintree, . . .	Braintree.
Hunt, Charles L., . . .	1,800 00	Clinton, . . .	Clinton.
Jacoby, Asher J., . . .	1,700 00	Middleborough, . . .	Middleborough.
Johnson, George E., . . .	1,600 00	Andover, . . .	Andover.
Kelly, W. P., . . .	-	Attleborough, . . .	Attleborough.
Kingman, F. W., . . .	1,200 00	Hyannis, . . .	Barnstable.
Lewis, Mary A., Ass't,	1,200 00	Cambridge, . . .	Cambridge.
Lull, Herbert W., . . .	2,500 00	Quincy, . . .	Quincy.
Lunt, William P., . . .	1,200 00	Newburyport, . . .	Newburyport.
Magisthlin, E. B., . . .	1,500 00	North Easton, . . .	Easton.
Martin, George H.,†	3,780 00	Boston, . . .	Boston.
McKeen, Roscoe D., . . .	2,250 00	Haverhill, . . .	Haverhill.
Metcalfe, Robert C.,†	3,780 00	Boston, . . .	Boston.
Mitchell, Walter G., . . .	1,200 00	Williamstown, . . .	Williamstown.
Morse, C. H., . . .	2,500 00	Medford, . . .	Medford.
Nash, Louis P., . . .	2,800 00	Holyoke, . . .	Holyoke.
Nickerson, F. H., . . .	2,000 00	Melrose, . . .	Melrose.
Norcross, I. M., . . .	1,400 00	East Weymouth, . . .	Weymouth.
Parker, Walter S.,†	3,780 00	Boston, . . .	Boston.
Parkinson, William D., . . .	2,000 00	Waltham, . . .	Waltham.
Peaslee, Frank J., . . .	1,900 00	Revere, . . .	Revere.
Perkins, J. S., . . .	1,800 00	Canton, . . .	Canton.
Perkins, John W., . . .	2,500 00	Salem, . . .	Salem.
Peterson, Elms,†	3,780 00	Boston, . . .	Boston.
Pitman, J. Asbury, . . .	2,000 00	Marlborough, . . .	Marlborough.
Putney, Freeman, . . .	2,300 00	Gloucester, . . .	Gloucester.
Russell, B. B., . . .	2,700 00	Brockton, . . .	Brockton.
Safford, Adelbert L., . . .	1,800 00	Beverly, . . .	Beverly.
Seaver, Edwin P., . . .	4,200 00	Boston, . . .	Boston.
Small, Walter H., . . .	2,400 00	Chelsea, . . .	Chelsea.
Southworth, Gordon A., . . .	3,000 00	Somerville, . . .	Somerville.
Stanger, Asa O., . . .	1,400 00	Falmouth, . . .	Falmouth.

* Supervisor of nature study and primary grades.

† Supervisor, Boston.

XXVII. — Continued.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendences:
Thompson, Thomas E., . . .	\$2,000 00	Leominster, . . .	Leominster.
Turner, Alfred, . . .	1,500 00	Turners Falls, . . .	Montague.
Ward, W. Scott, . . .	1,000 00	Athol, . . .	Athol.
Wheeler, Ulysses G., . . .	1,500 00	Wakefield, . . .	Wakefield.
Whitcomb, Arthur K., . . .	3,000 00	Lowell, . . .	Lowell.
White, A. Everett, . . .	1,500 00	Methuen, . . .	Methuen.
Wood, Judson I., . . .	2,000 00	Gardner, . . .	Gardner.

Group 2. — Superintendents giving Full Time Each to a Group of Two or More Towns not aided by the State.

Armstrong, George P., . . .	\$1,900 00	Belmont, . . .	Belmont, Manchester.
Fisher, Gilman C., . . .	1,800 00	Great Barrington, . . .	Great Barrington, Lenox.*
Gibbs, David, . . .	1,750 00	Groton, . . .	Groton, Hudson.
Gifford, John B., . . .	2,000 00	Peabody, . . .	Peabody, Marblehead.
Hobbs, W. O., . . .	2,000 00	Whitman, . . .	Rockland, Whitman.
Howard, Nelson G., . . .	1,800 00	Hingham, . . .	Ochasset, Hingham, Hull.
Stevens, Charles E., . . .	2,000 00	Stoneham, . . .	Saugus, Stoneham.
Stone, Melville A., . . .	2,475 00	Watertown, . . .	Reading, Watertown.
Walradt, H. M., . . .	2,000 00	Needham, . . .	Needham, Winchester.

* The only union in the State under sections 44 and 45, chapter 44, Public Statutes.

Group 3. — Superintendents giving Full Time Each to a Group of Towns aided by the State, — District Superintendents.

Allen, H. L., . . .	\$1,500 00	Dalton, . . .	Cheshire, Dalton.
Badger, Abner A., . . .	1,500 00	Walpole, . . .	Medfield, Walpole.
Barbour, A. L., . . .	1,500 00	South Hadley Falls, . . .	Granby, South Hadley.
Barton, C. M., . . .	1,500 00	Hatfield, . . .	Deerfield, Hatfield, Leverett.
Bowman, Mortimer H., . . .	1,500 00	Barre, . . .	Barre, Hardwick, Petersham.
Call, Arthur D., . . .	1,540 00	Holliston, . . .	Holliston, Medway, Sherborn.
Cartwright, W. O., . . .	1,500 00	Georgetown, . . .	Georgetown, Groveland, Rowley.
Chace, Seth H., . . .	1,500 00	Harwich, . . .	Brewster, Eastham, Harwich, Orleans.
Chaffin, W. E., . . .	1,500 00	West Dennis, . . .	Dennis, Yarmouth.
Clay, Charles L., . . .	1,500 00	Harvard, . . .	Bolton, Boylston, Harvard, Shirley.
Cole, A. B., . . .	1,500 00	Plainville, . . .	Norton, Wrentham.
Corlew, R. F., . . .	1,500 00	Cochituate, . . .	Dover, Sudbury, Wayland.

XXVII. — Continued.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Crocker, Winthrop N., . . .	\$1,500 00	North Dartmouth, .	Dartmouth, Westport.
Curtis, A. J.,	1,500 00	West Hanover, .	Hanover, Hanson, Norwell.
Dixon, Edward,	1,550 00	West Brookfield, .	New Braintree, Sturbridge, West Brookfield.
Fearing, O. W.,	1,500 00	Provincetown, .	Provincetown, Wellfleet.
Fitts, Edward P.,	1,650 00	Mansfield, . . .	Mansfield, Sharon, Stoughton.
Freeman, L. A.,	1,500 00	Foxborough, . . .	Foxborough, West Newbury.
Gray, E. B.,	1,500 00	Fairhaven, . . .	Acushnet, Fairhaven, Matta- poisett.
Grout, Edgar H.,	1,500 00	Princeton, . . .	Princeton, Sterling, West- minster.
Hall, C. P.,	1,500 00	Shelburne Falls, .	Buckland, Colrain, Shelburne.
Holmes, William H., Jr., . .	1,800 00	Grafton,	Grafton, Upton.
Howard, Elmer F.,	1,800 00	Charlemont, . . .	Charlemont, Florida, Hawley, Monroe, Rowe.
Hoyt, W. A.,	1,500 00	North Brookfield, .	Brookfield, North Brookfield.
Irving, Arthur P.,	1,800 00	Ayer,	Ayer, West Boylston.
Jones, Frank O.,	1,500 00	East Bridgewater, .	East Bridgewater, West Bridgewater, Raynham.
Jones, Herbert J.,	1,500 00	Sheffield,	Egremont, New Marlborough, Richmond, Sheffield, West Stockbridge.
Keenan, Robert T.,	1,500 00	Leicester,	Holden, Leicester.
Kendall, Frederick L., . . .	1,500 00	Dunstable,	Carlisle, Chelmsford, Dun- stable.
Knowlton, Junius C.,	1,800 00	Tewksbury,	Dracut, North Reading, Tewksbury, Tyngsborough.
Lamphier, George L.,	1,500 00	Becket,	Becket, Chester, Middlefield, Washington.
Lewis, Alvan B.,	1,500 00	Hopkinton,	Ashland, Hopkinton.
Locke, D. B.,	1,600 00	Winchendon, . . .	Lunenburg, Winchendon.
Lyman, C. S.,	1,600 00	Oxford,	Dudley, Millbury, Oxford.
Mason, Lizzie A.,	1,500 00	Orange,	Erving, Orange, Wendell.
Miller, W. D.,	1,500 00	Easthampton, . . .	Easthampton, Southampton, Weathampton.
Morrell, James G.,	1,500 00	Billerica,	Billerica, Merrimac.
Palmer, Corwin F.,	1,500 00	Northborough, . .	Berlin, Northborough, Shrews- bury, Southborough.
Poland, Mary L.,	1,550 00	175 State Street, Springfield.	East Longmeadow, Hampden, Longmeadow, Ludlow, Wil- braham.
Pratt, Louis A.,	1,500 00	Willimburg,	Conway, Sunderland, Whately, Williamsburg.
Putney, C. E.,	1,500 00	Baldwinsville, . .	Hubbardston, Phillipston, Roy- alston, Templeton.
Richardson, Herbert E., . . .	1,500 00	Southwick,	Agawam, Granville, South- wick.
Robinson, Albert,	1,500 00	Warren,	Wales, Warren.
Sanderson, W. H.,	2,000 00	Bridgewater, . . .	Abington, Bridgewater.
Sherman, Elmer E.,	1,650 00	Hopedale,	Bellingham, Hopedale, Men- don.
Sherman, Frank J.,	1,500 00	Monson,	Brimfield, Monson.
Snell, Clifton A.,	1,550 00	Edgartown,	Chilmark, Cottage City, Edgar- town, Tisbury, West Tisbury.
Thomson, Andrew S.,	1,500 00	Littleton Common, .	Acton, Littleton, Westford.
Tice, Burt J.,	1,500 00	Sandwich,	Bourne, Mashpee, Sandwich.

XXVII. — Continued.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Warren, Julius E., . .	\$1,500 00	Northfield, . .	Gill, Northfield, Warwick.
Whitney, Fairfield, . .	1,500 00	Townsend, . .	Ashby, Townsend.
Willard, E. L., . . .	1,500 00	Marahfield Hills, .	Duxbury, Marahfield, Scituate.

Group 4. — Superintendents giving Part Time Each to a Single Town.

Chickering, George E., . .	\$800 00	Lawrence, . .	North Andover.
Lincoln, Mary L.,* . .	900 00	Rockport, . .	Rockport.
Moulton, J. Sidney, . .	100 00	Stow, . . .	Stow.
Parlin, Frank E., . . .	1,500 00	Natick, . . .	Natick.

* \$600 as superintendent and \$300 as supervisor of drawing.

Group 5. — High School Principals also serving as Superintendents.

Bates, Charles H., . . .	\$1,800 00	Uxbridge, . .	Uxbridge.
Buck, Jonathan I., . .	1,900 00	Lexington, . .	Lexington.
Carroll, John, . . .	1,100 00	Avon, . . .	Avon.
Childs, H. C., . . .	1,800 00	Swampscott, . .	Swampscott.
Dadmun, Dora J., . .	850 00	Wilmington, . .	Wilmington.
Daniels, E. D., . . .	1,800 00	Franklin, . .	Franklin.
Douglas, Frank A.,* . .	1,500 00	Winthrop, . .	Winthrop.
Eaton, Charles M., . .	1,800 00	Weston, . . .	Weston.
Eaton, William L., . .	2,500 00	Concord, . . .	Concord.
Hallet, S. W., . . .	2,000 00	Ware, . . .	Ware.
Halstead, H. Allen,* . .	1,300 00	Norwood, . .	Norwood.
Meicher, S. A., . . .	2,100 00	Whitinsville, . .	Northbridge.
Morse, A. H., . . .	1,800 00	Webster, . . .	Webster.
Perrin, Marshall L.,† . .	1,500 00	Wellesley Hills, .	Wellesley.
Richards, Ansel S., . .	1,250 00	Kingston, . .	Kingston.
Rogers, Alfred W., . .	1,800 00	Stockbridge, . .	Stockbridge.
Sutcliffe, Frank S.,* . .	1,800 00	Arlington, . .	Arlington.
Thompson, A. C., . . .	1,900 00	Palmer, . . .	Palmer.
Tower, Alfred O., . . .	1,400 00	Pepperell, . .	Pepperell.
Tuttle, O. A., . . .	1,200 00	Nahant, . . .	Nahant.
Waldron, H. C., . . .	1,800 00	Westborough, . .	Westborough.
Whipple, D. Henry, . .	900 00	Millis, . . .	Millis.
White, J. Henry, . . .	1,100 00	Maynard, . .	Maynard.

* Principal of grammar schools.

† Professor at Boston University.

. XXVII. — Concluded.

Group 6. — Members of School Committees returned as Superintendents.

SUPERINTENDENTS.	Salaries.	Addresses.	Superintendencies.
Gardner, Orrin A., . . .	\$100 00	Swansea Centre, .	Swansea.
Littlefield, Mrs. Jennie A., .	50 00	Boxborough, . .	Boxborough.
Locke, C. S.,	50 00	Westwood, . .	Westwood.
Sears, Joseph E.,	200 00	Dighton, . . .	Dighton.
Tiffany, L. Belle,	85 00	Russell, . . .	Blandford.

Summary of the Foregoing Groups. — Certain facts of the foregoing groups may be summarized as follows : —

GROUP.	Number of Towns.	Number of Superintendents.	Salaries.
1,	67	75	\$170,818
2,	19	9	17,725
3,	152	52	67,790
4,	4	4	3,100
5,	23	23	34,900
6,	5	5	485
Totals,	270	168	\$294,818

The total amount paid for salaries of superintendents, \$294,818, is considerably larger than the amount given in Table XXVI. as the cost of supervision by superintendents. Table XXVI. contains only the taxation cost to the several municipalities, while the present statement includes the State's contribution to the salaries of district superintendents, amounting to \$750 for each district, or \$39,000 in all. Moreover, the salaries of group 5 are largely for services as school principals, and do not, to that extent, pay for supervision at all. As a general policy, it is not wise to unite the two offices of school principal and superintendent of schools in one person, since work in either capacity is liable to be at the expense of work in the other. Exceptional conditions may excuse

such a union, however, particularly when the school is so fully and ably equipped with teachers that the withdrawal from it of much of the principal's attention is a matter of reduced seriousness. The school committee frequently reasons that it is better to pay one good man a good salary for the double service than two doubtful men insignificant salaries for the divided service.

XXVIII. Towns and Cities employing Superintendents of Schools, arranged by Counties.

BY COUNTIES.	Superintendents.	Addresses.
<i>Barnstable.</i>		
1. Barnstable, . . .	F. W. Kingman, . . .	Hyannis.
2. Bourne, . . .	Burt J. Tice, . . .	Sandwich.
3. Brewster, . . .	Seth H. Chace, . . .	Harwich.
4. Dennis, . . .	W. E. Chaffin, . . .	West Dennis.
5. Eastham, . . .	Seth H. Chace, . . .	Harwich.
6. Falmouth, . . .	Asa O. Stanger, . . .	Falmouth.
7. Harwich, . . .	Seth H. Chace, . . .	Harwich.
8. Mashpee, . . .	Burt J. Tice, . . .	Sandwich.
9. Orleans, . . .	Seth H. Chace, . . .	Harwich.
10. Provincetown, . . .	C. W. Fearing, . . .	Provincetown.
11. Sandwich, . . .	Burt J. Tice, . . .	Sandwich.
12. Wellfleet, . . .	C. W. Fearing, . . .	Provincetown.
13. Yarmouth, . . .	W. E. Chaffin, . . .	West Dennis.
<i>Berkshire.</i>		
1. Adams, . . .	John C. Gray, . . .	Adams.
2. Becket, . . .	George L. Lamphier, . . .	Becket.
3. Cheshire, . . .	H. L. Allen, . . .	Dalton.
4. Dalton, . . .	H. L. Allen, . . .	Dalton.
5. Egremont, . . .	Herbert J. Jones, . . .	Sheffield.
6. Florida, . . .	Elmer F. Howard, . . .	Charlemont.
7. Great Barrington, . . .	Gilman C. Fisher, . . .	Great Barrington.
8. Lenox, . . .	Gilman C. Fisher, . . .	Great Barrington.
9. New Marlborough, . . .	Herbert J. Jones, . . .	Sheffield.
10. North Adams, . . .	I. Freeman Hall, . . .	North Adams.
11. Pittsfield, . . .	Eugene Bouton, . . .	Pittsfield.
12. Richmond, . . .	Herbert J. Jones, . . .	Sheffield.
13. Sheffield, . . .	Herbert J. Jones, . . .	Sheffield.
14. Stockbridge, . . .	Alfred W. Rogers, . . .	Stockbridge.
15. Washington, . . .	George L. Lamphier, . . .	Becket.
16. West Stockbridge, . . .	Herbert J. Jones, . . .	Sheffield.
17. Williamstown, . . .	Walter G. Mitchell, . . .	Williamstown.
<i>Bristol.</i>		
1. Acushnet, . . .	E. B. Gray, . . .	Fairhaven.
2. Attleborough, . . .	W. P. Kelly, . . .	Attleborough.
3. Dartmouth, . . .	Winthrop N. Crocker, . . .	North Dartmouth.
4. Dighton, . . .	Joseph E. Sears, . . .	Dighton.

XXVIII. *Towns and Cities employing Superintendents, etc. — Con.*

BY COUNTIES.	Superintendents.	Addresses.
<i>Bristol — Con.</i>		
5. Easton, . . .	Edward B. Maglathlin, . . .	North Easton.
6. Fairhaven, . . .	E. B. Gray, . . .	Fairhaven.
7. Fall River, . . .	William C. Bates, . . .	Fall River.
8. Mansfield, . . .	Edward P. Fitts, . . .	Mansfield.
9. New Bedford, . . .	William E. Hatch, . . .	New Bedford.
10. North Attleborough, . . .	James W. Brehaut, . . .	North Attleborough.
11. Norton, . . .	A. B. Cole, . . .	Plainville.
12. Raynham, . . .	Frank O. Jones, . . .	East Bridgewater.
13. Swansea, . . .	Orrin A. Gardner, . . .	Swansea Centre.
14. Taunton, . . .	C. F. Boyden, . . .	Taunton.
15. Westport, . . .	Winthrop N. Crocker, . . .	North Dartmouth.
<i>Dukes.</i>		
1. Chilmark, . . .	Clifton A. Snell, . . .	Edgartown.
2. Cottage City, . . .	Clifton A. Snell, . . .	Edgartown.
3. Edgartown, . . .	Clifton A. Snell, . . .	Edgartown.
4. Tisbury, . . .	Clifton A. Snell, . . .	Edgartown.
5. West Tisbury, . . .	Clifton A. Snell, . . .	Edgartown.
<i>Essex.</i>		
1. Andover, . . .	George E. Johnson, . . .	Andover.
2. Beverly, . . .	Adelbert L. Safford, . . .	Beverly.
3. Georgetown, . . .	W. O. Cartwright, . . .	Georgetown.
4. Gloucester, . . .	Freeman Putney, . . .	Gloucester.
5. Groveland, . . .	W. O. Cartwright, . . .	Georgetown.
6. Haverhill, . . .	Roscoe D. McKeen, . . .	Haverhill.
7. Lawrence, . . .	John E. Burke, . . .	Lawrence.
8. Lynn, . . .	Orsamus B. Bruce, . . .	Lynn.
9. Manchester, . . .	George P. Armstrong, . . .	Belmont.
10. Marblehead, . . .	John B. Gifford, . . .	Peabody.
11. Merrimac, . . .	James G. Morrell, . . .	Billerica.
12. Methuen, . . .	A. Everett White, . . .	Methuen.
13. Nahant, . . .	O. A. Tuttle, . . .	Nahant.
14. Newburyport, . . .	William P. Lunt, . . .	Newburyport.
15. North Andover, . . .	George E. Chickering, . . .	Lawrence.
16. Peabody, . . .	John B. Gifford, . . .	Peabody.
17. Rockport, . . .	Mary L. Lincoln, . . .	Rockport.
18. Rowley, . . .	W. O. Cartwright, . . .	Georgetown.
19. Salem, . . .	John W. Perkins, . . .	Salem.
20. Saugus, . . .	Charles E. Stevens, . . .	Stoneham.
21. Swampscott, . . .	H. C. Childs, . . .	Swampscott.
22. West Newbury, . . .	L. A. Freeman, . . .	Foxborough.
<i>Franklin.</i>		
1. Buckland, . . .	C. P. Hall, . . .	Shelburne Falls.
2. Charlemont, . . .	Elmer F. Howard, . . .	Charlemont.
3. Colrain, . . .	C. P. Hall, . . .	Shelburne Falls.
4. Conway, . . .	Louis A. Pratt, . . .	Williamsburg.
5. Deerfield, . . .	C. M. Barton, . . .	Hatfield.
6. Erving, . . .	Lizzie A. Mason, . . .	Orange.
7. Gill, . . .	Julius E. Warren, . . .	Northfield.
8. Greenfield, . . .	G. H. Danforth, . . .	Greenfield.

XXVIII. Towns and Cities employing Superintendents, etc. — Con.

BY COUNTIES.	Superintendents.	Addresses.
<i>Franklin — Con.</i>		
9. Hawley, . . .	Elmer F. Howard, . . .	Charlemont.
10. Leverett, . . .	C. M. Barton, . . .	Hatfield.
11. Monroe, . . .	Elmer F. Howard, . . .	Charlemont.
12. Montague, . . .	Alfred Turner, . . .	Turners Falls.
13. Northfield, . . .	Julius E. Warren, . . .	Northfield.
14. Orange, . . .	Lizzie A. Mason, . . .	Orange.
15. Rowe, . . .	Elmer F. Howard, . . .	Charlemont.
16. Shelburne, . . .	C. P. Hall, . . .	Shelburne Falls.
17. Sunderland, . . .	Louis A. Pratt, . . .	Williamsburg.
18. Warwick, . . .	Julius E. Warren, . . .	Northfield.
19. Wendell, . . .	Lizzie A. Mason, . . .	Orange.
20. Whately, . . .	Louis A. Pratt, . . .	Williamsburg.
<i>Hampden.</i>		
1. Agawam, . . .	Herbert E. Richardson, . . .	Southwick.
2. Blandford, . . .	L. Belle Tiffany, . . .	Russell.
3. Brimfield, . . .	Frank J. Sherman, . . .	Monson.
4. Chester, . . .	George L. Lamphier, . . .	Becket.
5. Chicopee, . . .	C. A. Brodeur, . . .	Chicopee.
6. East Longmeadow, . . .	Mary L. Poland, . . .	Springfield.
7. Granville, . . .	Herbert E. Richardson, . . .	Southwick.
8. Hampden, . . .	Mary L. Poland, . . .	Springfield.
9. Holyoke, . . .	Louis P. Nash, . . .	Holyoke.
10. Longmeadow, . . .	Mary L. Poland, . . .	Springfield.
11. Ludlow, . . .	Mary L. Poland, . . .	Springfield.
12. Monson, . . .	Frank J. Sherman, . . .	Monson.
13. Palmer, . . .	A. C. Thompson, . . .	Palmer.
14. Southwick, . . .	Herbert E. Richardson, . . .	Southwick.
15. Springfield, . . .	Thomas M. Balliet, . . .	Springfield.
16. Wales, . . .	Albert Robinson, . . .	Warren.
17. West Springfield, . . .	C. E. Brockway, . . .	West Springfield.
18. Westfield, . . .	S. H. Holmes, . . .	Westfield.
19. Wilbraham, . . .	Mary L. Poland, . . .	Springfield.
<i>Hampshire.</i>		
1. Amherst, . . .	A. L. Hardy, . . .	Amherst.
2. Easthampton, . . .	W. D. Miller, . . .	Easthampton.
3. Granby, . . .	A. L. Barbour, . . .	South Hadley Falls.
4. Hatfield, . . .	C. M. Barton, . . .	Hatfield.
5. Middlefield, . . .	George L. Lamphier, . . .	Becket.
6. Northampton, . . .	J. H. Carfrey, . . .	Northampton.
7. South Hadley, . . .	A. L. Barbour, . . .	South Hadley Falls.
8. Southampton, . . .	W. D. Miller, . . .	Easthampton.
9. Ware, . . .	S. W. Hallett, . . .	Ware.
10. Westhampton, . . .	W. D. Miller, . . .	Easthampton.
11. Williamsburg, . . .	Louis A. Pratt, . . .	Williamsburg.
<i>Middlesex.</i>		
1. Acton, . . .	Andrew S. Thomson, . . .	Littleton Common.
2. Arlington, . . .	Frank S. Sutcliffe, . . .	Arlington.
3. Ashby, . . .	Fairfield Whitney, . . .	Townsend.
4. Ashland, . . .	Alvan R. Lewis, . . .	Hopkinton.
5. Ayer, . . .	Arthur P. Irving, . . .	West Boylston.

XXVIII. *Towns and Cities employing Superintendents, etc.* — Con.

By COUNTIES	Superintendents.	Addresses.
<i>Middlesex</i> — Con.		
6. Belmont, . . .	George P. Armstrong, . . .	Belmont.
7. Billerica, . . .	James G. Morrell, . . .	Billerica.
8. Boxborough, . . .	Mrs. Jennie A. Littlefield, . . .	Boxborough.
9. Cambridge, . . .	Francis Cogswell, . . .	Cambridge.
Cambridge, . . .	Mary A. Lewis, Assistant, . . .	Cambridge.
10. Carlisle, . . .	Frederick L. Kendall, . . .	Dunstable.
11. Chelmsford, . . .	Frederick L. Kendall, . . .	Dunstable.
12. Concord, . . .	William L. Eaton, . . .	Concord.
13. Dracut, . . .	Junius C. Knowlton, . . .	Tewksbury.
14. Dunstable, . . .	Frederick L. Kendall, . . .	Dunstable.
15. Everett, . . .	Randall J. Condon, . . .	Everett.
16. Framingham, . . .	S. F. Blodgett, . . .	South Framingham.
17. Groton, . . .	David Gibbs, . . .	Groton.
18. Holliston, . . .	A. D. Call, . . .	Holliston.
19. Hopkinton, . . .	Alvan R. Lewis, . . .	Hopkinton.
20. Hudson, . . .	David Gibbs, . . .	Groton.
21. Lexington, . . .	Jonathan I. Buck, . . .	Lexington.
22. Littleton, . . .	Andrew S. Thomson, . . .	Littleton Common.
23. Lowell, . . .	Arthur K. Whitcomb, . . .	Lowell.
24. Malden, . . .	George E. Gay, . . .	Malden.
25. Marlborough, . . .	J. Asbury Pitman, . . .	Marlborough.
26. Maynard, . . .	J. Henry White, . . .	Maynard.
27. Medford, . . .	C. H. Morss, . . .	Medford.
28. Melrose, . . .	F. H. Nickerson, . . .	Melrose.
29. Natick, . . .	Frank E. Parlin, . . .	Natick.
30. Newton, . . .	A. B. Fifield, . . .	Newtonville.
31. North Reading, . . .	Junius C. Knowlton, . . .	Tewksbury.
32. Pepperell, . . .	A. O. Tower, . . .	Pepperell.
33. Reading, . . .	Melville A. Stone, . . .	Watertown.
34. Sherborn, . . .	A. D. Call, . . .	Holliston.
35. Shirley, . . .	Charles L. Clay, . . .	Harvard.
36. Somerville, . . .	Gordon A. Southworth, . . .	Somerville.
37. Stoneham, . . .	Charles E. Stevens, . . .	Stoneham.
38. Stow, . . .	J. Sidney Moulton, . . .	Stow.
39. Sudbury, . . .	R. F. Corlew, . . .	Cochituate.
40. Tewksbury, . . .	Junius C. Knowlton, . . .	Tewksbury.
41. Townsend, . . .	Fairfield Whitney, . . .	Townsend.
42. Tyngsborough, . . .	Junius C. Knowlton, . . .	Tewksbury.
43. Wakefield, . . .	Ulysses G. Wheeler, . . .	Wakefield.
44. Waltham, . . .	William D. Parkinson, . . .	Waltham.
45. Watertown, . . .	Melville A. Stone, . . .	Watertown.
46. Wayland, . . .	R. F. Corlew, . . .	Cochituate.
47. Westford, . . .	Andrew S. Thomson, . . .	Littleton Common.
48. Weston, . . .	Charles M. Eaton, . . .	Weston.
49. Wilmington, . . .	Dora J. Dadmun, . . .	Wilmington.
50. Winchester, . . .	H. M. Walradt, . . .	Needham.
51. Woburn, . . .	Thomas Emerson, . . .	Woburn.
<i>Norfolk.</i>		
1. Avon, . . .	John Carroll, . . .	Avon.
2. Bellingham, . . .	Elmer E. Sherman, . . .	Hopedale.
3. Braintree, . . .	Irving W. Horne, . . .	Braintree.
4. Brookline, . . .	Samuel T. Dutton, . . .	Brookline.

XXVIII. *Towns and Cities employing Superintendents, etc. — Con.*

BY COUNTIES.	Superintendents.	Addresses.
<i>Norfolk — Con.</i>		
5. Canton, . . .	J. S. Perkins, . . .	Canton.
6. Cohasset, . . .	Nelson G. Howard, . . .	Hingham.
7. Dedham, . . .	Roderick W. Hine, . . .	Dedham.
8. Dover, . . .	R. F. Corlew, . . .	Cochituate.
9. Foxborough, . . .	L. A. Freeman, . . .	Foxborough.
10. Franklin, . . .	E. D. Daniels, . . .	Franklin.
11. Hyde Park, . . .	F. O. Draper, . . .	Hyde Park.
12. Medfield, . . .	A. A. Badger, . . .	Walpole.
13. Medway, . . .	A. D. Call, . . .	Holliston.
14. Millis, . . .	D. Henry Whipple, . . .	Millis.
15. Milton, . . .	D. P. Dame, . . .	Mattapan.
16. Needham, . . .	H. M. Walradt, . . .	Needham.
17. Norwood, . . .	H. Allen Halstead, . . .	Norwood.
18. Quincy, . . .	H. W. Lull, . . .	Quincy.
19. Sharon, . . .	Edward P. Fitts, . . .	Mansfield.
20. Stoughton, . . .	Edward P. Fitts, . . .	Mansfield.
21. Walpole, . . .	A. A. Badger, . . .	Walpole.
22. Wellesley, . . .	Marshall L. Perrin, . . .	Wellesley Hills.
23. Westwood, . . .	C. S. Locke, . . .	Westwood.
24. Weymouth, . . .	I. M. Norcross, . . .	East Weymouth.
25. Wrentham, . . .	A. B. Cole, . . .	Plainville.
<i>Plymouth.</i>		
1. Abington, . . .	W. H. Sanderson, . . .	Bridgewater.
2. Bridgewater, . . .	W. H. Sanderson, . . .	Bridgewater.
3. Brockton, . . .	B. B. Russell, . . .	Brockton.
4. Duxbury, . . .	Harriet S. Hayward, Ass't,	Brockton.
5. East Bridgewater, . . .	E. L. Willard, . . .	Marshfield Hills.
6. Hanover, . . .	Frank O. Jones, . . .	East Bridgewater.
7. Hanson, . . .	A. J. Curtis, . . .	West Hanover.
8. Hingham, . . .	A. J. Curtis, . . .	West Hanover.
9. Hull, . . .	Nelson G. Howard, . . .	Hingham.
10. Kingston, . . .	Nelson G. Howard, . . .	Hingham.
11. Marshfield, . . .	Ansel S. Richards, . . .	Kingston.
12. Mattapoissett, . . .	E. L. Willard, . . .	Marshfield Hills.
13. Middleborough, . . .	E. B. Gray, . . .	Fairhaven.
14. Norwell, . . .	Asber J. Jacoby, . . .	Middleborough.
15. Plymouth, . . .	A. J. Curtis, . . .	West Hanover.
16. Rockland, . . .	Francis J. Heavens, . . .	Plymouth.
17. Scituate, . . .	W. C. Hobbs, . . .	Whitman.
18. West Bridgewater, . . .	E. L. Willard, . . .	Marshfield Hills.
19. Whitman, . . .	Frank O. Jones, . . .	East Bridgewater.
	W. C. Hobbs, . . .	Whitman.
<i>Suffolk.</i>		
1. Boston, . . .	Edwin P. Seaver, . . .	Boston.
Boston, . . .	Ellis Peterson, Supervisor,	Boston.
Boston, . . .	Robert C. Metcalf, "	Boston.
Boston, . . .	George H. Conley, "	Boston.
Boston, . . .	George H. Martin, "	Boston.
Boston, . . .	Walter S. Parker, "	Boston.
Boston, . . .	Sarah L. Arnold, "	Boston.
2. Chelsea, . . .	Walter H. Small, . . .	Chelsea.

XXVIII. *Towns and Cities employing Superintendents, etc.* — Con.

BY COUNTIES.	Superintendents.	Addresses.
<i>Suffolk</i> — Con.		
3. Revere, . . .	Frank J. Peaslee, . . .	Revere.
4. Winthrop, . . .	F. A. Douglas, . . .	Winthrop.
<i>Worcester.</i>		
1. Athol, . . .	W. Scott Ward, . . .	Athol.
2. Barre, . . .	Mortimer H. Bowman, . . .	Barre.
3. Berlin, . . .	Corwin F. Palmer, . . .	Northborough.
4. Blackstone, . . .	Josiah B. Davis, . . .	Millville.
5. Bolton, . . .	Charles L. Clay, . . .	Harvard.
6. Boylston, . . .	Charles L. Clay, . . .	Harvard.
7. Brookfield, . . .	W. A. Hoyt, . . .	North Brookfield.
8. Clinton, . . .	Charles L. Hunt, . . .	Clinton.
9. Dudley, . . .	C. S. Lyman, . . .	Oxford.
10. Fitchburg, . . .	Joseph G. Edgerly, . . .	Fitchburg.
11. Gardner, . . .	Judson I. Wood, . . .	Gardner.
12. Grafton, . . .	William H. Holmes, . . .	Grafton.
13. Hardwick, . . .	Mortimer H. Bowman, . . .	Barre.
14. Harvard, . . .	Charles L. Clay, . . .	Harvard.
15. Holden, . . .	Robert T. Keenan, . . .	Leicester.
16. Hopedale, . . .	Elmer E. Sherman, . . .	Hopedale.
17. Hubbardston, . . .	C. E. Putney, . . .	Baldwinsville.
18. Leicester, . . .	Robert T. Keenan, . . .	Leicester.
19. Leominster, . . .	Thomas E. Thompson, . . .	Leominster.
20. Lunenburg, . . .	D. B. Locke, . . .	Winchendon.
21. Mendon, . . .	Elmer E. Sherman, . . .	Hopedale.
22. Milford, . . .	Charles W. Haley, . . .	Milford.
23. Millbury, . . .	C. S. Lyman, . . .	Oxford.
24. New Braintree, . . .	Edward Dixon, . . .	West Brookfield.
25. North Brookfield, . . .	W. A. Hoyt, . . .	North Brookfield.
26. Northborough, . . .	Corwin F. Palmer, . . .	Northborough.
27. Northbridge, . . .	S. A. Melcher, . . .	Whitinsville.
28. Oxford, . . .	C. S. Lyman, . . .	Oxford.
29. Petersham, . . .	Mortimer H. Bowman, . . .	Barre.
30. Phillipston, . . .	C. E. Putney, . . .	Baldwinsville.
31. Princeton, . . .	Edgar H. Grout, . . .	Princeton.
32. Royalston, . . .	C. E. Putney, . . .	Baldwinsville.
33. Shrewsbury, . . .	Corwin F. Palmer, . . .	Northborough.
34. Southborough, . . .	Corwin F. Palmer, . . .	Northborough.
35. Southbridge, . . .	J. T. Clarke, . . .	Southbridge.
36. Spencer, . . .	W. C. Fickett, . . .	Spencer.
37. Sterling, . . .	Edgar H. Grout, . . .	Princeton.
38. Sturbridge, . . .	Edward Dixon, . . .	West Brookfield.
39. Templeton, . . .	C. E. Putney, . . .	Baldwinsville.
40. Upton, . . .	William H. Holmes, . . .	Grafton.
41. Uxbridge, . . .	Charles H. Bates, . . .	Uxbridge.
42. Warren, . . .	Albert Robinson, . . .	Warren.
43. Webster, . . .	A. H. Morse, . . .	Webster.
44. West Boylston, . . .	Arthur P. Irving, . . .	West Boylston.
45. West Brookfield, . . .	Edward Dixon, . . .	West Brookfield.
46. Westborough, . . .	H. C. Waldron, . . .	Westborough.
47. Westminster, . . .	Edgar H. Grout, . . .	Princeton.
48. Winchendon, . . .	D. B. Locke, . . .	Winchendon.
49. Worcester, . . .	C. F. Carroll, . . .	Worcester.

XXIX. Superintendency Districts aided by the State.

Number.	DISTRICT.	When formed.	AT TIME OF FOR- MATION.		EACH TOWN'S SHARE OF SUPERINTENDENT'S —			State Aid to Each Town.	Superintend- ent's Salary.	When Super- intendent begins.	JOINT COMMITTEE.	
			Valuation.	Number of Schools.	Service.	Salary.	Chairman.				Secretary.	
1	Dorbury, Mansfield, Scituate, . . .	1888 1888 1888	\$1,157,906 1,075,985 1,887,275	10 9 13	$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$	\$250 00 250 00 250 00	\$418 63% 418 63% 418 63%	\$1,500 00	June 1.	Henry Barstow, Dux- bury.	Clara M. Skeele, Scituate.	
2	Hatfield, Phillipston, Royalston, Templeton, . . .	1880 1880 1880 1880	711,450 372,664 623,161 1,115,571	10 4 9 16	$\frac{1}{4}$ $\frac{1}{10}$ $\frac{1}{4}$ $\frac{1}{4}$	150 00 75 00 100 00 375 00	950 00 125 00 250 00 625 00	1,500 00	April 1.	S. E. Greenwood, Templeton.	F. J. Fairbanks, Roy- alston.	
3	Ashland, Hopkinton, . . .	1880 1880	1,900,901 2,252,035	12 21	$\frac{3}{4}$ $\frac{3}{4}$	300 00 450 00	500 00 750 00	1,500 00	May 1.	Fred W. Ray, Ash- land.	George H. Halpin, Hopkinton.	
4	Erving, Orange, Wendell, . . .	1880 1880 1880	948,776 1,374,430 218,887	5 22 5	3 days per mo. $1\frac{1}{4}$ " " " " $2\frac{1}{2}$ " " " "	108 08 507 73 44 19	180 32 984 08 75 70	1,500 00	May 25.	Cephas A. Martin, Erving.	Mrs. Cora A. Stearns, Wendell.	
5	Easthampton, Southampton, Westhampton, . . .	1880 1880 1880	2,292,435 491,931 252,198	20 7 4	12 days per mo. 5 " " " " 3 " " " "	581 39 131 56 47 15	968 82 202 60 78 38	1,500 00	July 1.	Chas. H. Johnson, Easthampton.	Chas. N. Loud, West- hampton.	
6	Conway, Sunderland, Whately, Williamsburg, . . .	1880 1880 1880 1880	757,006 416,284 836,236 882,767	14 5 6 15	5-7 days per mo. 2-4 " " " " 2-1 " " " " 9-8 " " " "	219 20 88 75 79 00 366 06	355 34 147 91 131 67 615 08	1,500 00	July 1.	C. G. Trow, Sunder- land.	Henry S. Higgins, East Whately.	
7	Holden, Leicester, . . .	1880 1880	1,038,240 1,965,413	16 15	$\frac{1}{4}$ $\frac{1}{4}$	375 00 375 00	625 00 625 00	1,500 00	April 19.	Rev. John F. Redi- can, Leicester.	W. E. Austin, Holden.	
8	Barre, Hardwick, Petersham, . . .	1880 1880 1880	1,448,226 1,402,815 692,370	12 14 9	$1\frac{1}{4}$ $1\frac{1}{4}$ $\frac{1}{4}$	286 77 308 82 104 41	477 95 514 70 257 35	1,500 00	May 1.	B. J. Bennett, Peters- ham.	George W. Wheel- wright, Jr., Hard- wick.	

		1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	May 1.	1,000 00	187 50	118 64	%	6.8 days per mo.		Daniel W. Bemis, Shrewsbury.	Henry A. Wheeler, Berlin.
9	Berlin, Northborough, Shrewsbury, Southborough.	1890	1,254,996	1,254,092	1,186,670	1,186,670	1,186,670	1,186,670	1,186,670	1,186,670	1,186,670	1,186,670	May 1.	1,000 00	187 50	118 64	1%	6.8 days per mo.			
		1890	1,254,996	1,254,092	1,186,670	1,186,670	1,186,670	1,186,670	1,186,670	1,186,670	1,186,670	1,186,670	May 1.	1,000 00	187 50	118 64	1%	6.8 days per mo.			
		1890	1,254,996	1,254,092	1,186,670	1,186,670	1,186,670	1,186,670	1,186,670	1,186,670	1,186,670	1,186,670	May 1.	1,000 00	187 50	118 64	1%	6.8 days per mo.			
10	Recket, Chester, Middlefield, Washington.	1890	338,863	338,863	338,863	338,863	338,863	338,863	338,863	338,863	338,863	338,863	May 1.	1,000 00	331 40	198 84	8.7	6.8 days per mo.		E. L. Cowles, Chester.	Jay L. Ripley, Ches- ter.
		1890	338,863	338,863	338,863	338,863	338,863	338,863	338,863	338,863	338,863	338,863	May 1.	1,000 00	331 40	198 84	8.7	6.8 days per mo.			
		1890	338,863	338,863	338,863	338,863	338,863	338,863	338,863	338,863	338,863	338,863	May 1.	1,000 00	331 40	198 84	8.7	6.8 days per mo.			
		1890	338,863	338,863	338,863	338,863	338,863	338,863	338,863	338,863	338,863	338,863	May 1.	1,000 00	331 40	198 84	8.7	6.8 days per mo.			
11	Brimfield, Monson.	1890	425,800	425,800	425,800	425,800	425,800	425,800	425,800	425,800	425,800	425,800	July 1.	1,000 00	375 00	225 00	7%	6.8 days per mo.		James R. Brown, Brimfield.	William L. Ricketts, Monson.
		1890	425,800	425,800	425,800	425,800	425,800	425,800	425,800	425,800	425,800	425,800	July 1.	1,000 00	375 00	225 00	7%	6.8 days per mo.			
		1890	425,800	425,800	425,800	425,800	425,800	425,800	425,800	425,800	425,800	425,800	July 1.	1,000 00	375 00	225 00	7%	6.8 days per mo.			
		1890	425,800	425,800	425,800	425,800	425,800	425,800	425,800	425,800	425,800	425,800	July 1.	1,000 00	375 00	225 00	7%	6.8 days per mo.			
12	Princeton, Sterling, Westminster.	1890	817,346	817,346	817,346	817,346	817,346	817,346	817,346	817,346	817,346	817,346	July 1.	1,000 00	920 00	150 00	1%	6.8 days per mo.		F. A. Merriam, West- minster.	Arthur S. Wilder, Sterling.
		1890	817,346	817,346	817,346	817,346	817,346	817,346	817,346	817,346	817,346	817,346	July 1.	1,000 00	920 00	150 00	1%	6.8 days per mo.			
		1890	817,346	817,346	817,346	817,346	817,346	817,346	817,346	817,346	817,346	817,346	July 1.	1,000 00	920 00	150 00	1%	6.8 days per mo.			
		1890	817,346	817,346	817,346	817,346	817,346	817,346	817,346	817,346	817,346	817,346	July 1.	1,000 00	920 00	150 00	1%	6.8 days per mo.			
13	Mansfield, Sharon.	1891	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	April 8.	1,650 00	500 00	300 00	2%	6.8 days per mo.		Oscar A. Marden, Stoughton.	Emma A. Baker, Sharon.
		1891	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	April 8.	1,650 00	500 00	300 00	2%	6.8 days per mo.			
		1891	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	April 8.	1,650 00	500 00	300 00	2%	6.8 days per mo.			
		1891	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	1,644,113	April 8.	1,650 00	500 00	300 00	2%	6.8 days per mo.			
14	Dracut, North Reading, Tewksbury, Tyngsborough.	1891	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	April 20.	1,800 00	500 00	300 00	4%	6.8 days per mo.		Seldon Colburn, Dracut.	Edward D. Parker, North Reading.
		1891	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	April 20.	1,800 00	500 00	300 00	4%	6.8 days per mo.			
		1891	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	April 20.	1,800 00	500 00	300 00	4%	6.8 days per mo.			
		1891	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	1,603,992	April 20.	1,800 00	500 00	300 00	4%	6.8 days per mo.			
15	Brookfield, North Brookfield.	1891	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	May 13.	1,500 00	625 00	375 00	1%	6.8 days per mo.		Henry E. Cottle, Brookfield.	Timothy Howard, North Brookfield.
		1891	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	May 13.	1,500 00	625 00	375 00	1%	6.8 days per mo.			
		1891	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	May 13.	1,500 00	625 00	375 00	1%	6.8 days per mo.			
		1891	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	1,294,488	May 13.	1,500 00	625 00	375 00	1%	6.8 days per mo.			
16	Egremont, New Marlborough, Richmond, Sheffield, West Stockbridge.	1891	425,100	425,100	425,100	425,100	425,100	425,100	425,100	425,100	425,100	425,100	July 1.	1,500 00	98 75	56 25	2%	6.8 days per mo.		James S. Ellis, Shef- field.	William C. Spaulding, West Stockbridge.
		1891	425,100	425,100	425,100	425,100	425,100	425,100	425,100	425,100	425,100	425,100	July 1.	1,500 00	98 75	56 25	2%	6.8 days per mo.			
		1891	425,100	425,100	425,100	425,100	425,100	425,100	425,100	425,100	425,100	425,100	July 1.	1,500 00	98 75	56 25	2%	6.8 days per mo.			
		1891	425,100	425,100	425,100	425,100	425,100	425,100	425,100	425,100	425,100	425,100	July 1.	1,500 00	98 75	56 25	2%	6.8 days per mo.			
17	Grafton, Upton.	1891	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	May 24.	1,900 00	387 50	562 50	3%	6.8 days per mo.		Francis W. McGarry, Grafton.	Appleton P. Wil- liams, Upton.
		1891	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	May 24.	1,900 00	387 50	562 50	3%	6.8 days per mo.			
		1891	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	May 24.	1,900 00	387 50	562 50	3%	6.8 days per mo.			
		1891	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	2,351,395	May 24.	1,900 00	387 50	562 50	3%	6.8 days per mo.			
18	Agawam, Granville, Southwick.	1891	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	Sept. 1.	1,500 00	525 00	315 00	48 per cent.	6.8 days per mo.		Chas. P. Davis, Agawam.	H. O. Hannum.
		1891	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	Sept. 1.	1,500 00	525 00	315 00	48 per cent.	6.8 days per mo.			
		1891	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	Sept. 1.	1,500 00	525 00	315 00	48 per cent.	6.8 days per mo.			
		1891	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	1,926,296	Sept. 1.	1,500 00	525 00	315 00	48 per cent.	6.8 days per mo.			
19	Dudley, Milbury, Oxford.	1891	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	Aug. 1.	1,600 00	375 00	225 00	30 per cent.	6.8 days per mo.		Johnson R. Wood- ward, Oxford.	A. Armsby, Milbury.
		1891	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	Aug. 1.	1,600 00	375 00	225 00	30 per cent.	6.8 days per mo.			
		1891	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	Aug. 1.	1,600 00	375 00	225 00	30 per cent.	6.8 days per mo.			
		1891	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	1,003,680	Aug. 1.	1,600 00	375 00	225 00	30 per cent.	6.8 days per mo.			

XXIX. *Superintendency Districts aided by the State — Continued.*

Number.	DISTRICT.	When formed.	AT TIME OF FORMATION.		EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State Aid to Each Town.	Superintendent's Salary.	When Superintendent's Year begins.	JOINT COMMITTEE.	
			Valuation.	Number of Schools.	Service.	Salary.				Chairman.	Secretary.
20	Abington, . Bridgewater, .	1881 1881	\$2,209,723 2,363,676	15 17	$\frac{1}{4}$ $\frac{1}{4}$	\$375 00 375 00	\$625 00 625 00	\$2,000 00	Aug. 1.	Austin Turner, Bridgewater.	Isaac Damon, Bridge- water.
21	Buckland, . Colrain, . Shelburne, .	1892 1892 1892	537,682 565,828 860,840	9 15 10	$\frac{3}{10}$ $\frac{1}{10}$ $\frac{1}{10}$	225 00 300 00 225 00	375 00 500 00 375 00	1,500 00	April 24.	Edwin Baker, Shel- burne.	Herbert Newell, Buckland.
22	Bourne, . Mashpee, . Sandwich, .	1892 1892 1892	1,465,575 179,370 849,800	11 2 11	$\frac{9}{10}$ $\frac{2}{10}$ $\frac{9}{10}$	337 50 75 00 337 50	562 50 125 00 562 50	1,500 00	July 1.	Chas. H. Hammond, Mashpee.	Frank W. Chipman, Sandwich.
23	East Bridgewater, . Raynham, . West Bridgewater, .	1892 1892 1892	1,488,939 788,001 1,094,632	14 8 10	$\frac{17}{100}$ $\frac{19}{100}$ $\frac{19}{100}$	350 00 150 00 250 00	583 33 $\frac{1}{3}$ 250 00 416 66 $\frac{2}{3}$	1,500 00	May 20.	Robert C. Harris, East Bridgewater.	Mrs. Martha K. Croaby, West Bridgewater.
24	Dennis, . Yarmouth, .	1892 1892	1,216,610 1,814,660	17 9	$\frac{3}{4}$ $\frac{3}{4}$	472 50 277 41	750 00 500 00	1,500 00	July 3.	Luther Hall, Dennis.	William R. Ferris, Yarmouth.
25	Warren, . Wales, .	1893 1893	2,498,835 276,825	24 5	$\frac{1}{4}$ $\frac{1}{4}$	600 00 150 00	1,000 00 250 00	1,500 00	Aug. 1.	Frank E. Gleason, Warren.	Joseph G. Hastings, Warren.
	Lunenburg, . Winchendon, .	1893 1893	790,539 2,215,722	8 19	$\frac{1}{4}$ $\frac{3}{4}$	250 00 500 00	416 67 833 33	1,600 00	April 2.	Chas. A. Goodrich, Lunenburg.	Wheeler Poland, Winchendon.
27	East Longmeadow, . Longmeadow, . Hamden, . Ludlow, . Wilbraham, .	1893 1893 1893 1893 1893	1,292,068 415,300 1,036,708 760,147	11 6 14 10	$\frac{9}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$	156 96 69 77 87 31 244 13 191 36	261 63 116 33 145 35 408 97 319 77	1,550 00	July 1.	Jason Butler, Wil- braham.	Charles B. Bennett, Ludlow.
28	Dartmouth, . Westport, .	1893 1893	2,396,225 1,395,750	20 18	$\frac{1}{4}$ $\frac{1}{4}$	375 00 375 00	625 00 625 00	1,500 00	April 14.	Job S. Gidley, North Dartmouth.	Annie E. Sherman, North Westport.

29	Hanover, Hanson, Norwell,	1894 1894 1894	1,180,798 680,800 885,187	8 8 10	$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$	250 00 260 00 260 00	418 65 418 67 418 67	1,500 00	April 16,	Clarence L. Howes, Hanover.	Ervie W. Drew, Hanson.
30	Cheshire, Dalton,	1894 1894	701,800 2,303,915	8 18	$\frac{5}{16}$ $\frac{7}{16}$	226 00 523 00	875 00 875 00	1,500 00	April 1,	George Z. Dean, Cheahire.	William J. Simmons, Dalton.
31	Provincetown, Wellfleet,	1894 1894	2,079,502 611,063	21 5	$\frac{4}{16}$ $\frac{1}{16}$	600 00 150 00	1,000 00 250 00	1,500 00	April 18,	Andrew T. Williams, Provincetown.	Arthur H. Rogers, Wellfleet.
32	Norton, Wrentham,	1894 1894	778,616 1,447,747	9 16	$\frac{2}{16}$ $\frac{1}{16}$	300 00 450 00	500 00 750 00	1,500 00	May 1,	W. M. Fuller, Wren- tham.	Charles C. Valen- tine, Norton.
33	Bellingham, Hopdale, Mendon,	1894 1894 1894	688,495 1,704,573 537,175	10 6 8	$\frac{1}{16}$ $\frac{1}{16}$ $\frac{1}{16}$	350 00 250 00 250 00	418 63 $\frac{1}{2}$ 418 63 $\frac{1}{2}$ 418 63 $\frac{1}{2}$	1,650 00	May 28,	Henry W. Gaskill, Mendon.	Frank J. Dutcher, Hopdale.
34	Brewster, Eastham, Harwich, Orleans,	1894 1894 1894 1894	556,405 267,251 1,073,790 551,146	5 3 13 4	$\frac{5}{16}$ $\frac{1}{16}$ $\frac{1}{16}$ $\frac{1}{16}$	156 25 58 75 375 00 126 00	260 43 156 25 625 00 208 33	1,500 00	June 1,	Warren J. Nickerson, Harwich.	Thomas D. Sears, North Brewster.
35	Granby, South Hadley,	1895 1895	441,587 2,083,920	8 21	$\frac{1}{4}$ $\frac{1}{4}$	217 74 532 26	363 90 387 10	1,500 00	April 8,	J. Webster Bean, South Hadley.	William S. Clark, Granby.
36	Deerfield, Hatfield, Leverett,	1895 1895 1895	1,585,519 927,764 275,266	16 8 5	$\frac{1}{16}$ $\frac{1}{16}$ $\frac{1}{16}$	413 80 206 90 129 30	699 66 944 84 215 50	1,500 00	April 1,	P. D. Bridges, Deer- field.	Horace W. Field, Leverett.
37	Gill, Northfield, Warwick,	1895 1895 1895	482,469 894,048 310,750	5 9 7	$\frac{1}{16}$ $\frac{1}{16}$ $\frac{1}{16}$	144 24 353 56 346 30	240 40 482 60 577 00	1,500 00	May 7,	Leonard R. Smith, Northfield.	Nellie M. Wood, Northfield.
38	Bolton, Boyiston, Harvard, Shirley,	1895 1895 1895 1895	477,184 534,311 990,953 737,185	7 5 9 7	$\frac{1}{16}$ $\frac{1}{16}$ $\frac{1}{16}$ $\frac{1}{16}$	160 71 138 93 241 67 214 29	267 86 328 31 407 79 357 14	1,500 00	July 1,	Warren H. Fair- bank, Harvard.	George L. Wright, Boyiston Centre.
39	Chilmark,* Cottage City, Edgartown, Tisbury, West Tisbury,	1895 1895 1895 1895 1895	215,877 1,567,700 750,387 874,150 337,263	3 4 6 4 3	$\frac{2}{16}$ $\frac{1}{16}$ $\frac{1}{16}$ $\frac{1}{16}$ $\frac{1}{16}$	75 00 187 50 187 50 150 00 150 00	195 00 312 50 312 50 240 00 240 00	1,550 00	July 10,	Ulysses E. Mayhew, West Tisbury.	William D. Harding, Cottage City.

* Added in 1897.

XXIX. Superintendency Districts aided by the State — Concluded.

Number.	DISTRICT.	When formed.	AT TIME OF FOR- MATION.		EACH TOWN'S SHARE OF SUPERINTENDENT'S —		State Aid to Each Town.	Superintend- ent's Salary.	When Super- intendent's Year begins.	JOINT COMMITTEE.	
			Valuation.	Number of Schools.	Service.	Salary.				Chairman.	Secretary.
40	Georgetown, Groveland, Rowley, . . .	1886 1886 1886	\$991,880 948,318 643,706	11 13 6	$\frac{2}{3}$ $\frac{2}{3}$ $\frac{1}{6}$	\$300 00 300 00 150 00	\$500 00 500 00 250 00	\$1,500 00	Sept. 1.	A. I. Wales, Grove- land.	A. W. Peabody, Row- ley.
41	Carlisle, Chelmsford, Dunstable, . . .	1886 1886 1886	349,723 2,176,655 286,457	5 17 3	$\frac{5}{6}$ $\frac{1}{2}$ $\frac{2}{3}$	187 50 450 00 112 50	313 50 750 00 187 50	1,500 00	Aug. 1.	Edw. H. Chamber- lain, Chelmsford.	James E. Kendall, Dunstable.
42	Holliston, Medway, . . .	1886 1886 1886	1,571,983 1,433,150 802,130	13 16 5	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{2}{3}$	318 75 318 75 112 50	531 25 531 25 187 50	1,750 00	July 1.	Dr. Herbert McIn- tosh, Medway.	N. Vander Pyl, Hol- liston.
43	Acushnet, Fairhaven, Mattapoisett, . . .	1887 1887 1887	634,060 2,223,737 1,507,388	6 16 5	$\frac{1}{6}$ $\frac{2}{3}$ $\frac{1}{6}$	150 00 450 00 150 00	250 00 750 00 250 00	1,500 00	April 15.	George H. Palmer, Fairhaven.	George H. Tripp, Fairhaven.
44	Charlemon- t, Florida, Hawley, Monroe, . . .	1887 1887 1887 1887	323,299 152,012 143,192 138,818	10 4 7 3	$\frac{1}{2}$ $\frac{2}{3}$ $\frac{2}{3}$ $\frac{2}{3}$	277 80 111 11 166 65 83 33	463 00 185 15 377 76 138 88	1,600 00	April 26.	Charles Crittenden, Charlemon- t.	Crosby A. Perry, Monroe.
45	Ashby, Townsend, . . .	1887 1887	468,749 1,107,910	6 9	$\frac{2}{3}$ $\frac{2}{3}$	300 00 450 00	500 00 750 00	1,500 00	July 1.	H. R. Foster, Ashby. end.	E. C. Tuttle, Towns- end.
46	Dover, Sudbury, Wayland, . . .	1888 1888 1888	894,374 1,166,249 1,648,465	4 7 13	1 day per wk. 1 1/4 days " " 2 1/2 " "	150 00 325 00 375 00	250 00 375 00 625 00	1,500 00	July 1.	Deloss W. Mitchell, Cochituate.	George E. Harring- ton, Sudbury.
47	New Braintree, Sudbury, West Brookfield, . . .	1888 1888 1888	410,450 915,250 766,189	5 13 8	$\frac{2}{3}$ $\frac{2}{3}$ $\frac{2}{3}$	325 00 300 00 225 00	375 00 500 00 375 00	1,550 00	May 31.	Alfred C. White, West Brookfield.	George K. Tufts, New Braintree.

48	Ayer,	1898	1,450,829	11	%	300 00	500 00	1,900 00	July 1.	David B. Lovell, W. Boylston.	George H. Brown, Ayer.
	West Boylston,	1898	780,206	15	%	450 00	750 00				
49	Acton,	1898	1,588,050	9	%	925 00	875 00	1,500 00	Sept. 1.	W. J. Sleeper, Westford.	Chas. J. Williams, Acton.
	Littleton,	1898	878,826	7	%	150 00	325 00				
	Westford,	1898	1,866,464	16	%	375 00	625 00				
50	Foxborough,	1899	2,019,068	15	%	450 00	750 00	1,500 00	July 1.	Dr. F. H. Fuller, Foxborough.	Josiah R. Gordon, West Newbury.
	West Newbury,	1899	866,621	11	%	300 00	500 00				
51	Medfield,	1899	1,311,568	8	%	300 00	500 00	1,500 00	April 1.	Robert S. Gray, Walpole.	George Washburn, Medfield.
	Walpole,	1899	2,463,071	15	%	450 00	750 00				
52	Billerica,	1899	1,841,914	15	%	375 00	625 00	1,500 00	Sept. 11.	George Ricker, Merrimac.	Fred A. Casey, Billerica.
	Merrimac,	1899	1,500,529	14	%	375 00	625 00				

1. Of the foregoing districts, those numbered 33, 34, 39 and 45 were authorized by special acts of the Legislature, — the 33d and 34th by chapters 246 and 341, Acts of 1894; the 39th by chapter 371, Acts of 1896; and the 45th by chapter 433, Acts of 1897. One town has been added to the 34th district since its formation. These districts could not furnish schools enough to permit an organization under the general law.

2. For comments on certain data contained in the table, see page 182.

3. In gathering so many facts for the first time about these districts, it is quite possible that some errors of detail may appear. Corrections of such errors will be welcomed.

District Superintendencies.—Section 3, chapter 466, Acts of 1898, requires that the certificate of a superintendency district on which the payment of money to the district by the State is based shall be approved by the State Board of Education before it goes to the State Auditor. It has become important, therefore, that the Board should have in its possession various data relating to the organization and administration of the superintendency districts. Table XXIX. has been prepared to show such data. The districts are arranged in the order of their formation, or very nearly so. The valuations for a district are given for the valuation year (May 1 to May 1) during which the district was organized, and are taken from the official report of the Secretary of the Commonwealth. The number of schools for each town is taken from the returns of the school committee covering the year of formation. It may occasionally vary a little from the actual number of schools at the precise date of the organization. Occasionally a district has been modified by the loss or the addition of a town, so that, though it dates in one sense from the year given, it may have to be technically regarded as dating from the time when it assumed its present shape. A few districts that could not have been formed under the general law have been created by special acts of the Legislature. The valuations and numbers of schools for the towns of a district vary somewhat at the present time from those with which it started. Whether a district is legally constituted or not, turns, in part, on whether its valuations and aggregate number of schools were within the prescribed limits at the time of formation, and have not since exceeded the allowable margin of valuation.

Towns not under Supervision by Superintendents.—The following table shows what towns are not under supervision by superintendents, and gives for each of them the population, the valuation, the number of public schools returned and the number of different pupils attending them during the year. Like the list of superintendencies, it is based wholly upon the official returns of the school committees.

XXX. Towns without Superintendents of Schools.

Towns.	Population, 1905.	Valuation, May 1, 1899.	Number of Schools.	Number of Dif- ferent Pupils.
<i>Barnstable County.</i>				
1. Chatham,	1,809	\$838,275	13	287
2. Truro,	815	328,525	6	169
<i>Berkshire County.</i>				
1. Alford,	280	167,926	2	35
2. Clarksburg,	1,009	234,587	5	258
3. Hancock,	511	298,697	5	81
4. Hinsdale,	1,650	559,780	11	335
5. Lanesborough,	848	464,231	6	157
6. Lee,	4,066	1,731,005	12	639
7. Monterey,	464	230,092	6	100
8. Mount Washington,	136	82,136	2	29
9. New Ashford,	116	56,370	1	20
10. Otis,	518	203,012	5	82
11. Peru,	305	114,822	3	53
12. Sandisfield,	802	336,062	9	136
13. Savoy,	504	154,365	7	105
14. Tyringham,	363	217,391	5	66
15. Windsor,	556	190,360	7	95
<i>Bristol County.</i>				
1. Berkley,	955	391,250	7	176
2. Freetown,	1,405	828,051	8	240
3. Rehoboth,	1,810	702,714	13	345
4. Seekonk,	1,465	926,405	9	270
5. Somerset,	1,983	1,042,986	10	416
<i>Dukes County.</i>				
1. Gay Head,	169	25,863	1	40
2. Gosnold,	140	224,876	1	19
<i>Essex County.</i>				
1. Amesbury,	9,986	5,132,066	31	1,382
2. Boxford,	727	726,236	4	105
3. Danvers,	8,181	4,976,575	36	1,683
4. Essex,	1,587	979,934	9	326
5. Hamilton,	1,356	1,910,155	7	271
6. Ipswich,	4,720	3,054,356	19	836
7. Lynnfield,	818	653,646	4	129
8. Middleton,	838	545,060	8	140
9. Newbury,	1,489	1,034,712	9	263
10. Salisbury,	1,300	650,660	8	256
11. Topsfield,	1,033	777,580	4	188
12. Wenham,	886	890,800	5	148
<i>Franklin County.</i>				
1. Ashfield,	1,013	516,721	10	192
2. Bernardston,	778	393,333	7	128
3. Heath,	476	152,293	7	116
4. Leyden,	363	191,180	5	67

XXX. Towns without Superintendents of Schools — Con.

Towns.	Population, 1895.	Valuation, May 1, 1899.	Number of Schools.	Number of Dif- ferent Pupils.
<i>Franklin County — Con.</i>				
5. New Salem,	869	\$277,380	9	192
6. Shutesbury,	444	164,110	3	58
<i>Hampden County.</i>				
1. Holland,	199	87,439	1	23
2. Montgomery,	275	141,210	5	47
3. Russell,	846	481,445	8	158
4. Tolland,	909	141,170	7	61
<i>Hampshire County.</i>				
1. Belchertown,	2,161	864,925	20	531
2. Chesterfield,	589	279,603	6	102
3. Cummington,	750	285,580	6	154
4. Enfield,	990	613,900	7	248
5. Goshen,	304	136,635	3	73
6. Greenwich,	481	250,690	3	78
7. Hadley,	1,704	960,895	13	282
8. Huntington,	1,450	510,627	10	332
9. Pelham,	486	180,087	4	116
10. Plainfield,	450	155,795	5	93
11. Prescott,	401	163,008	5	69
12. Worthington,	648	318,499	8	177
<i>Middlesex County.</i>				
1. Bedford,	1,169	1,068,674	5	242
2. Burlington,	574	504,867	3	88
3. Lincoln,	1,111	1,971,310	5	196
<i>Nantucket County.</i>				
1. Nantucket,	3,016	3,362,996	10	398
<i>Norfolk County.</i>				
1. Holbrook,	2,298	1,172,959	12	508
2. Norfolk,	882	530,331	4	155
3. Randolph,	3,694	1,875,450	16	714
<i>Plymouth County.</i>				
1. Carver,	1,016	843,940	7	214
2. Halifax,	497	270,080	3	89
3. Lakeville,	870	459,803	6	146
4. Marion,	759	1,041,750	6	159
5. Pembroke,	1,223	631,455	8	212
6. Plympton,	549	316,538	3	73
7. Rochester,	1,021	469,311	6	196
8. Wareham,	3,367	2,154,958	22	630
<i>Worcester County.</i>				
1. Ashburnham,	2,148	1,021,575	13	448
2. Auburn,	1,598	562,408	9	355
3. Charlton,	1,877	887,630	14	351
4. Dana,	717	314,041	5	134

XXX. Towns without Superintendents of Schools—Con.

Towns.	Population. 1895.	Valuation, May 1, 1899.	Number of Schools.	Number of Dif- ferent Pupils.
<i>Worcester County—Con.</i>				
5. Douglas,	2,026	\$1,058,861	13	431
6. Lancaster,	2,180	3,095,428	12	490
7. Oakham,	605	309,760	5	121
8. Paxton,	426	286,394	2	78
9. Rutland,	978	574,821	6	251
10. Sutton,	3,420	1,213,749	16	538
Totals (towns, 83), . .	109,607	\$64,947,175	652	20,434

The Two Groups compared.—The five towns of the foregoing list whose valuation exceeds \$2,500,000 are Amesbury, Danvers, Ipswich, Nantucket and Lancaster. They are ineligible to receive State aid under the district supervision law. The remaining 78 towns are eligible to such aid.

The following statement gives the totals of population, etc., for the two groups of eligible and ineligible towns:—

	Population.	Valuation.	Number of Schools.	Number of Different Pupils.
Five towns,	28,083	\$19,621,421	108	4,789
Seventy-eight towns, .	81,524	45,325,754	544	15,645

Movement of Ineligible Towns towards Supervision by Superintendents.—The movement for the past five years towards supervision by superintendents on the part of towns ineligible to State aid is brought out in the following statement:—

YEAR.	Number of Ineligible Towns with- out Superin- tendents.	Population.	Valuation.	Number of Schools.	Number of Different Pupils.
1895,	15	73,196	\$57,144,046	277	12,110
1896,	12	60,407	48,830,798	244	10,408
1897,	11	61,805	48,072,086	281	11,049
1898,	7	35,798	25,256,304	142	6,140
1899,	5	28,083	19,621,421	108	4,789

It is obvious from the foregoing statement that the small number of towns without superintendents of schools and ineligible to State aid is rapidly reducing. The reduction in number during the past two years is specially noticeable.

The Movement of Eligible Towns towards Supervision by Superintendents. — If now similar data are shown, for the past five years, for towns eligible to State aid, a very different showing is made : —

YEAR.	Number of Towns with- out Superin- tendents.	Population.	Valuation.	Number of Schools.	Number of Different Pupils.
1895, . . .	85	81,861	\$48,404,852	591	16,665
1896, . . .	82	85,918	46,009,908	582	16,036
1897, . . .	79	85,270	45,813,981	538	16,159
1898, . . .	80	86,529	47,082,935	572	16,542
1899, . . .	78	81,524	45,325,754	544	15,645

It is clear from this presentation that the growth of district superintendencies is nearly at a standstill. It is at a standstill, not chiefly because the towns in general do not need it or want it, but largely because of difficulties in securing concert of action either in forming districts or in maintaining them when they have once been formed. Inquiries were recently made of the school committees of the 78 towns eligible to State aid, but without superintendents, for the purpose of ascertaining what action, if any, these towns had ever taken with reference to the State's offer. Their replies brought out the following facts : —

1. Thirty-nine of the towns, or just one half, have once, twice or several times each voted to accept the State's offer, and to unite with other towns for the employment of a superintendent. Sixteen of these towns have either withdrawn from districts or been forced out of districts by the withdrawal of others. The withdrawal of a single town often disrupts a district and throws out all the rest. The number forced out of districts is considerably larger than the number of voluntary withdrawals. The cause that is usually assigned for withdrawal is dissatisfac-

tion with the superintendent. Without venturing to inquire how far such dissatisfaction in any case may have been well founded or not, one may at least say that it is exceedingly unfortunate, when the principle of supervision is on trial for the first time, if the superintendent does not commend himself or his methods to the communities that employ him. It is the old story of a good cause prejudiced by a bad presentation of it. The remaining 23 towns of the 39 have with more or less patience endeavored to effect unions with neighboring towns, but have thus far failed. It sometimes happens that every town of a natural group is in favor of uniting with the other towns thereof, but they cannot all bring themselves to say so at the same time. Some vote readiness the first year, but not the second; others, readiness the second year, but not the first; and so, though all are willing, they remain asunder.

2. Twenty-seven towns have voted adversely.

3. Twelve towns have never taken any action.

The school committees were requested to state, so far as they could do so, what they conceived to be the attitude of their respective towns. Doubtless their views about the opinions of others are shaped somewhat by their own opinions. Still, it may be worth something that in at least half the towns that have not thus far acted favorably the committees believe there is a growing sentiment in favor of the superintendency. A common situation is this: a goodly number of thoughtful, earnest people strongly desiring it, one or two persons of influence in town meeting strongly opposing it, and citizens in general voting with the stronger or more active leadership. Conservatism has a certain advantage in such discussions, since it holds the fort and acts on the defensive. In some towns, as Nantucket, Gosnold, Gay Head and others, because of isolation, or the existence of but a single school, or other exceptional conditions, the employment of a superintendent presents special problems.

The Order of Development in Legislation. — It is interesting to note, in connection with many if not most of the measures embodied from time to time in the school legislation of the State, that the order of development has been somewhat as follows: —

1. An increasing adoption of a school measure by the towns in a voluntary way, — a development based presumably on merit.

2. A limit reached in such voluntary adoption a little short of universal acceptance, — the development checked by a residue of rather unyielding conservatism.

3. Final registration by the Legislature of the people's verdict in the form of law, — the development made universal and permanent.

It was not, for instance, until all the towns of the State except forty-seven had voluntarily extended their schooling to eight, nine and even ten months that the Legislature required that all the towns should keep their schools at least eight months.

Again, it was not until all the towns of the State except thirty-nine had voluntarily abandoned the old school district system that the Legislature required all the rest to give it up also.

Even the employment of school committees was once on a voluntary basis. After the majority of the towns had fallen in with the plan, and its excellence was assured, the Legislature made such employment obligatory upon all. Such instances can be multiplied. In each one of them the time came to take the measure out of the arena of discussion and uncertainty and put it on a permanent and universal basis. The State's right — nay, the State's duty to do this, when convinced that the welfare of the schools requires it — is beyond question.

The State's Relation to Town Control of the Schools. — In this matter of determining what is best for the welfare of the schools, it should not be forgotten that it is the people as a whole who are supreme, and not portions of them here and there. It needs only an elementary acquaintance with the Constitution of the State to satisfy one that in law the State is not the creation of the towns but the towns rather of the State. The powers of the State are not derived from the towns, but those of the towns from the State. In other words, the people, without reference to towns existing at the time, or to possible towns thereafter, organized the State and fixed its authority. And ever since the State has been making towns and unmaking

them, adding to their powers and subtracting from them, and in a thousand ways, within the limits of the original compact, showing its supremacy. This way of putting it, however, is suggestive of a despotism that does not really exist; for it needs to be repeated that the State is not an authority apart and different from the people of the towns, ruling them from a distance and insensitive to their interests. On the contrary, the State is an expression, by formal and solemn agreement, of the will of the people living in these very towns, — the highest expression, indeed, the towns' people of the Commonwealth ever made of their civic aspirations and resolves. Whatever authority the town has over its schools, it has by direction or permission of the State; that is, by direction or permission of the people at large, of whom the people of a town are part. Now, this view of the relation of the State to the towns and the schools, supported, as it is, by the Constitution of the Commonwealth, should silence certain ill-considered talk that is heard when new legislation affecting the towns is proposed, about the State's trespassing upon town rights, usurping town privileges, establishing a central despotism, and all that. The fundamental thing about the State's power is that the State, within the terms of the Constitution, can curtail, if it chooses, the rights of towns without trespass, withdraw privileges from them without usurpation, give them new powers without exhaustion of its own, and exercise additional central authority over them, with wide margins for subsequent contingencies. The right of the State, for instance, to determine the nature of the supervision the schools should have is indisputable. The expediency of any particular measure looking to that end, however, is a legitimate subject for discussion.

As a matter of fact, the State has wisely given the towns a large measure of control over its schools, and puts upon them the chief burden of maintaining them. Indeed, in these directions no State in the Union, no enlightened country in the world, goes so far to-day as Massachusetts. This policy has, on the whole, yielded excellent results; and yet it permits painful extremes both in the character of the schools and in the weight of the burdens they impose. If we have fine schools, magnificently equipped and officered, we also have poor schools,

poorly equipped and officered. If we have much to be proud of, we have some things to be ashamed of. If we have towns carrying their schools easily, we also have towns staggering under their load. Further, the fine schools not unfrequently go with the lighter tax and the poor schools with the heavier.

And so there is a strong conviction, annually growing stronger, that, while the State's general policy of encouraging local self-reliance is the true one, and should be strenuously adhered to in principle, it needs to be adapted to present conditions in these two directions: (1) that of insisting, as a State, on the most approved methods of supervising and directing the schools; and (2) that of contributing, as a State, towards the equalization of the burdens of maintenance. Both these principles the State already recognizes in practice, but its practice needs to be enlarged, strengthened and adapted to changed conditions. This does not presuppose that the mere fact of having a superintendent of schools, or an ampler supply of money, or both, will necessarily help the schools. The superintendent may fail, as many a superintendent has failed in the past; the money may be injudiciously expended, as money has been injudiciously expended in the past; and the schools may receive benefit from neither. It is imperative that the superintendent, like the teacher, shall be competent, tactful and inspiring. He must be all this to gain the confidence of the teachers, of the committee and the public. Let supervision by superintendents be made permanent and universal; let the circuitous policy of getting rid of an unsatisfactory superintendent by abolishing the district that employs him or the office that carries him cease for good; let the school committee deal squarely with the man, the office continuing, but the holder thereof retained or dismissed according as he rises or falls in the presence of its high demands and great opportunities. The great fact remains, — it is the judgment of the vast majority of school committees as well as of the people of the State, as witnessed by their voluntary action, — that a good superintendent is a power for good with the schools. Stronger committees, as a rule, are found; they more willingly render unpaid service; better teachers are nominated and employed; better methods prevail; better equipment is secured; a stronger uplifting force is felt throughout

the system, — where the good superintendent is found and trusted. In all this there is not the slightest reflection upon those men and women who, in places without superintendents, have nevertheless better served the schools than an inferior superintendent could possibly have done. Indeed, it is better, in the argument for expert supervision, to dismiss at once all comparisons of able committees with poor superintendents or of poor committees with able superintendents. Each of these conjunctions of superiority with inferiority is abnormal and undesirable. The right comparison to make is that between good men and women, of general intelligence and ability, who cannot be expected as members of school committees to give a large part of their strength and thought and time to the schools, and good men and women, of general intelligence and ability, who have specially trained themselves by study and experience to deal with school questions, particularly with those of an educational character, and who give all their time to this difficult and important work. Ideal supervision in Massachusetts now requires that each of the foregoing kinds shall be supplemented by the other; and that the people everywhere shall press for the highest attainable service on both sides, and press all the harder for it, wherever incompetency has brought either kind into disrepute. Shall a school cease to exist because a teacher has failed therein, or a school committee because its members are a discredit to the town, or a superintendency because its incumbent does not adequately fill it? If good teachers, good committee members and good superintendents are worth having, — and that is the verdict of ninety-five per cent. of our people, — by all means stand by the permanency and universality of the offices, and fight for better holders thereof.

History of Supervision down to 1826. — Mr. George H. Martin, in his historical sketch entitled “The Evolution of the Massachusetts Public School System,” thus outlines the development of supervision previous to the legislation of 1826 : —

This legislation (that of 1824* and 1826†) is of commanding importance in Massachusetts school history. It was the first attempt

* Laws of Massachusetts, Feb. 18, 1824.

† Laws of Massachusetts, March 4, 1826.

to remedy the evils of the district system, — not by prevention, but by a check. Every town was required to choose annually a school committee, who should have the general charge and superintendence of all the town schools. They could determine the text-books to be used, and no teacher could be employed without being first examined and certified by them.

Here let us pause and review the history of school supervision in Massachusetts for the first two hundred years.

During the colonial and provincial period there was no statutory provision for the supervision of schools. The selection of teachers and the regulation of the schools were vested in the town as a corporation, and not in any particular officer of it. The choice of teachers was guarded by the requirement that their scholarship and character must be attested by the ministers. In practice there was no uniformity. Often the town in its meeting chose the master, fixed his salary and regulated the terms of admission. More often committees were chosen to perform these functions, as well as to provide and repair schoolhouses and to lay out the districts. These committees were chosen for specified executive functions, and they had no term of service. Most frequently all these functions were performed by the selectmen, as the general executive officers of the town. But in no town was either of the three modes used uniformly or continuously.

The law of 1789 first required supervision, though it left all executive functions still unlogged. The ministers of the gospel and the selectmen, or a committee specially chosen for the purpose, were required to visit and inspect the schools once in every six months, at least, to inquire into the regulation and discipline and the proficiency of the scholars therein. The suggestion of a special committee was quickly acted on, and in the next twenty years a large number of towns chose such a committee, the ministers and selectmen often being *ex officio* members. There are in existence several sets of school committee records beginning before 1800, — one beginning in 1712.*

The visitation required by law was a formal and solemn affair. The ministers, the selectmen and the committee, sometimes numbering more than twenty, — the chief priests and elders of the town, — went in stately procession at the appointed time to inspect the schools. They heard the classes read, — Primer, Psalter, Testament, Bible, Preceptor, — examined the writing and the ciphering books, listened to recitations in Latin, aired their own erudition — in the customary school committee way — and took their departure, leaving

* Salem, 1712; Newburyport, 1790; Boston, 1792; Hingham, 1794.

on the records their testimony to the good behavior and proficiency of the scholars and the fidelity of the master. The quaint record of one such visitation to the school of old Nicholas Pike closes by saying, "The school may be said to flourish like the palm tree."

Meanwhile, the support of the schools was falling more and more into the hands of the districts, and the executive functions came to be performed by the district committees, with the results which we have learned to deplore. The law of 1826, therefore, introduced no new idea into the school history of the State; it made universal and compulsory what had already become familiar to many communities. But it did more than this: it elevated the school interests by differentiating them, specializing these functions—as the care of the roads, of the poor, of taxing, had long before been specialized.

The law of 1789 was a long step forward, by making it somebody's business to know what the schools were doing. This law was a longer step forward, by making the somebody a special body, and giving to it new and more extended powers. It is not strange that the law met with vigorous opposition. Petitions came to the next Legislature urging its repeal, but it was not repealed.

So arrogant had the little districts become, so jealous of their imagined rights,—though they had had a corporate existence but thirty-seven years,—that they complained of the new law as being arbitrary and oppressive, because it gave back to the town a part of the powers which had always belonged to it, but which the districts had usurped.

The law was not repealed, but a sop was thrown to the districts, which in practice went far to neutralize all the good effects of the law. This was the authority given to the prudential committee to select the teacher.* The power had been long exercised; now it was legally conferred. The town committees neglected their restrictive duties, so that in many towns the new legislation was practically inoperative.

It was not until the year 1882 that the school district system in Massachusetts was finally abolished by law, thus ending one of the longest and most stubbornly contested controversies in the school history of the State. The good sense of the people, however, had voluntarily abolished it over a large part of the State long before the State saw its way to a final summary disposition of it. Some of the States that borrowed our unfortunate school district system are still struggling to get rid of it,

* Laws of 1827.

and the secretary of the Board is frequently called upon to tell how the township system is working in Massachusetts, as compared with the discarded district system.

Conservatism, however, has its value with us. It heads off many a wild scheme. The policy that triumphs over it must usually have merit to do so; and when it triumphs conservatism will at length make its stand on that, and await the next move. As a result, the progress made in Massachusetts is of a solid and enduring sort. If a sound idea has strength to fight its way to advanced positions, the same strength enables it to hold on to them when gained.

TEACHERS' INSTITUTES.

Number and Attendance. — The following table gives sundry facts about the State institutes held in 1899: —

XXXI. *Table showing the Location of State Institutes for 1899, and Sundry Facts about them.*

WHERE HELD.	Date.	Number of Towns rep- resented.	Number of Members.	Number of Exercises.	By whom conducted.
Adams, . . .	Oct. 18,	6	222	13	G. T. Fletcher.
Agawam, . . .	Nov. 20,	3	28	6	G. T. Fletcher.
Barnstable (Hyannis),	Oct. 6,	14	162	14	J. T. Prince.
Charlemont, . . .	Sept. 22,	6	33	6	G. T. Fletcher.
Concord, . . .	May 5,	10	130	13	J. W. MacDonald.
Cummington, . . .	Sept. 13,	8	32	7	G. T. Fletcher.
Fall River, . . .	Dec. 8,	9	445	16	J. T. Prince.
Longmeadow, . . .	Oct. 6,	5	46	6	G. T. Fletcher.
Medfield, . . .	Oct. 4,	15	233	14	J. T. Prince.
New Marlborough, .	May 5,	5	29	6	G. T. Fletcher.
New Salem, . . .	Sept. 29,	6	27	10	G. T. Fletcher.
Northampton (Laurel Park). }	June 26 to July 7, }	75	221	61	G. T. Fletcher.

XXXI. *Table showing the Location of Institutes, etc.—Concluded.*

WHERE HELD.	Date.	Number of Towns represented.	Number of Members.	Number of Exercises.	By whom conducted.
Northborough, . . .	Oct. 16,	11	189	16	J. W. MacDonald.
Northfield, . . .	Sept. 15,	4	27	9	G. T. Fletcher.
Palmer, . . .	April 26,	11	134	18	G. T. Fletcher.
Russell, . . .	Oct. 9,	4	21	9	G. T. Fletcher.
Salem (Summer School).	July 5 to July 14,	86	501	216	J. W. MacDonald.
Savoy, . . .	June 2,	3	18	4	G. T. Fletcher.
Tisbury, . . .	Oct. 20 to Oct. 22,	6	34	15	J. T. Prince.
Westborough, . . .	May 15,	7	85	11	J. W. MacDonald.
Weymouth (Centre), .	April 14,	9	213	17	J. T. Prince.
Winchendon, . . .	Oct. 13,	9	124	17	J. W. MacDonald.
Totals, . . . 22	- -	312	2,954	499	

Division of Institute Work in 1899 among the Agents.—
The institute work was divided among the agents as follows :—

	Institutes.	Towns.	Members.	Exercises.
Mr. Prince,	5	53	1,087	76
Mr. Fletcher,	12	136	838	150
Mr. MacDonald,	5	123	1,029	273

Mr. Fletcher and Mr. MacDonald conducted the long summer institutes at Northampton and Salem respectively. In the western part of the State several small institutes have been held to accommodate rural teachers working under special conditions of isolation.

State Institutes for the Past Ten Years. — The following statement gives the totals of the institute tables like the foregoing for the past ten years: —

YEAR.	Number of Institutes held.	Number of Towns repre- sented.	Number of Members.	Number of Exercises.
1890,	24	146	2,146	239
1891,	17	163	1,997	180
1892,	25	185	2,184	230
1893,	29	234	2,837	361
1894,	25	310	4,640	317
1895,	17	239	3,226	266
1896,	29	370	4,137	393
1897,	20	366	4,648	456
1898,	24	295	3,428	441
1899,	22	312	2,954	499

Towns represented at the Institutes. — The chief interest of the following table lies in its making known how far the institutes of the present year have been successful in reaching the towns of the State and the teachers thereof: —

XXXII. Towns represented at the Institutes.

TOWNS.	Teachers.	TOWNS.	Teachers.
Acton,	9	Barnstable,	97
Adams,	53	Barre,	3
Agawam,	17	Bedford,	6
Amesbury,	4	Belchertown,	5
Amherst,	12	Berlin,	6
Andover,	3	Bernardston,	10
Arlington,	5	Beverly,	32
Ashburnham,	16	Blandford,	7
Ashfield,	4	Bolton,	1
Ashland,	19	Boston,	9
Athol,	22	Bourne,	5
Ayer,	1	Braintree,	34

.XXXII. Towns represented at the Institutes—Continued.

Towns.	Teachers.	Towns.	Teachers.
Brewster,	2	Gardner,	7
Bridgewater,	2	Georgetown,	5
Brimfield,	10	Gill,	6
Brockton,	2	Gloucester,	7
Brookfield,	2	Goshen,	3
Buckland,	5	Granby,	1
Burlington,	4	Granville,	6
Cambridge,	4	Greenfield,	2
Canton,	19	Greenwich,	3
Carlisle,	2	Groveland,	7
Charlemont,	10	Hadley,	5
Charlton,	1	Hamilton,	1
Chatham,	4	Hampden,	6
Chelmsford,	3	Harvard,	2
Chelsea,	5	Harwich,	5
Cheshire,	10	Hatfield,	4
Chester,	2	Haverhill,	2
Chesterfield,	9	Hawley,	7
Chicopee,	2	Heath,	9
Chilmark,	2	Hingham,	24
Clarksburg,	8	Holbrook,	13
Cohasset,	14	Holden,	1
Colrain,	7	Holland,	1
Concord,	27	Holliston,	18
Conway,	2	Holyoke,	2
Cottage City,	7	Hopkinton,	37
Cummington,	6	Hubbardston,	8
Dana,	5	Hudson,	24
Danvers,	10	Hull,	4
Dartmouth,	8	Huntington,	9
Dedham,	41	Ipswich,	5
Deerfield,	6	Lawrence,	1
Dennis,	6	Leverett,	1
Dighton,	10	Lexington,	2
Dover,	5	Lincoln,	6
Dudley,	4	Littleton,	6
East Longmeadow,	14	Longmeadow,	11
Eastham,	3	Lowell,	8
Easthampton,	6	Ludlow,	16
Easton,	10	Lunenburg,	9
Edgartown,	7	Lynn,	25
Enfield,	1	Lynnfield,	1
Erving,	1	Malden,	11
Essex,	5	Manchester,	1
Everett,	2	Mansfield,	21
Fall River,	409	Marblehead,	19
Falmouth,	9	Marlborough,	50
Fitchburg,	2	Maynard,	1
Florida,	4	Medfield,	9
Framingham,	3	Medway,	2
Franklin,	17	Melrose,	17
Freetown,	3	Methuen,	1

XXXII. *Towns represented at the Institutes* — Continued.

TOWNS.	Teachers.	TOWNS.	Teachers.
Middleborough,	4	Savoy,	9
Middleton,	1	Sharon,	10
Millis,	6	Sheffield,	10
Milton,	4	Shelburne,	5
Monroe,	4	Sherborn,	10
Monson,	23	Shirley,	1
Monterey,	4	Shrewsbury,	22
Montgomery,	3	Shutesbury,	4
Nantucket,	8	Somerset,	1
Needham,	22	Somerville,	17
New Bedford,	3	South Hadley,	4
New Braintree,	3	Southampton,	3
New Marlborough,	11	Southborough,	18
New Salem,	10	Southbridge,	2
Newton,	3	Southwick,	10
Norfolk,	5	Springfield,	5
North Adams,	126	Sterling,	3
North Brookfield,	3	Stow,	10
North Reading,	3	Swampscott,	6
Northampton,	23	Swansea,	1
Northborough,	22	Templeton,	17
Northfield,	14	Tisbury,	7
Norwell,	2	Topsfield,	1
Norwood,	29	Truro,	3
Orange,	2	Tyringham,	1
Orleans,	3	Upton,	9
Otis,	3	Wakefield,	3
Palmer,	38	Wales,	6
Peabody,	25	Walpole,	22
Pelham,	3	Waltham,	64
Peru,	2	Ware,	35
Phillipston,	4	Warren,	22
Plainfield,	9	Warwick,	4
Prescott,	5	Watertown,	1
Provincetown,	14	Wellfleet,	5
Quincy,	2	Wendell,	4
Randolph,	12	West Brookfield,	12
Reading,	2	West Tisbury,	3
Rehoboth,	3	Westborough,	43
Revere,	3	Westfield,	2
Richmond,	1	Westhampton,	3
Rockland,	25	Westminster,	2
Rockport,	1	Weston,	2
Rowe,	5	Westport,	5
Rowley,	3	Westwood,	7
Royalston,	8	Weymouth,	62
Russell,	6	Whately,	2
Salem,	35	Whitman,	30
Salisbury,	1	Wilbraham,	14
Sandisfield,	7	Williamsburg,	5
Sandwich,	6	Williamstown,	36
Saugus,	1	Wilmington,	2

XXXII. Towns represented at the Institutes — Concluded.

TOWNS.	Teachers.	TOWNS.	Teachers.
Winchendon,	30	Wrentham,	20
Windsor,	13	Yarmouth,	1
Winthrop,	1	Other States,	32
Woburn,	1	Not registered,	100
Worcester,	3		
Worthington,	10	Number of towns, 240, .	2,954

Topics presented at Institutes. — The scope of the work done at the institutes is seen in the following list of topics presented at the day meetings : —

Advanced Reading, — C. E. Brockway, G. T. Fletcher, James W. MacDonald.

Algebra, — James W. MacDonald.

A Permanent Motive in Teaching, — A. C. Ferrin.

Arithmetic, — Thomas M. Balliet, G. T. Fletcher, Helen M. Humphrey, Richard W. Marston, W. D. Miller, A. L. Safford, E. E. Sherman, George A. Walton.

Botany, — Jessie B. Learoyd.

Busy Work and Primary School Management, — H. W. Lull.

Child Study, — Earl Barnes.

Civil Government, — James W. MacDonald.

Commercial Geography, — Will S. Monroe.

Co-operation of Parents and Teachers, — G. T. Fletcher.

Course of Study, — James W. MacDonald.

Drawing, — Henry T. Bailey, T. Milton Dillaway, Walter Sargent, Charles F. Whitney.

Drawing and Nature Study, — Walter Sargent.

Educative Desk Work, — Mary I. Lovejoy, H. W. Lull.

Educational Progress, — G. T. Fletcher.

Education a Vital Process, — John Bascom.

English Grammar, — G. T. Fletcher.

English, — Caroline A. French.

English Literature, — Caroline A. French, James W. MacDonald.

English Literature: What to teach and how to teach it, — Grace Clark.

Faults in Reading, and their Remedies, — Mrs. E. Charlton Black.

First Year's Work in School, — Lucy Wheelock.

Geography, — G. H. Danforth, Mrs. Mary R. Davis, Philip Emerson, James W. MacDonald, Frank F. Murdock, Frank A. Parsons, Charles P. Sinnott.

Geometry, — James W. MacDonald.

Grammar, — G. T. Fletcher, William D. Parkinson, J. T. Prince.

Gymnastics, — Annie C. Skeelee.

Habit, — James W. MacDonald.

Habit Training, — George I. Aldrich.

History, — Arthur C. Boyden, Wilbur F. Gordy, John T. Prince, Anna Boynton Thompson.

How can Teachers prepare Themselves to meet the New Demands in Education, — Mrs. Alice Freeman Palmer.

How can the Public Library aid the School, — W. I. Fletcher.

How to meet the Needs of Individual Pupils, — John T. Prince.

Language, — Mrs. Mary R. Davis, G. T. Fletcher, Mary I. Lovejoy, H. W. Lull, W. D. Miller, William D. Parkinson, John T. Prince, William H. Sanderson.

Language and Grammar, — Robert C. Metcalf, William H. Sanderson.

Language Teaching, — John T. Prince.

Latin, — Charles C. Dodge, James W. MacDonald.

Literature, — James W. MacDonald.

Literature in Grammar and High Schools, — Charles S. Chapin.

Mathematics, — James W. MacDonald.

Methods of Teaching, — G. T. Fletcher.

Moral Training, — John T. Prince.

Music, — Sterrie A. Weaver.

Nature Study, — Arthur C. Boyden, Sarah E. Brassill, Mrs. Mary R. Davis, Walter Sargent.

Number Work, — Amy L. Boyden.

Oral Reading, — James W. MacDonald.

Orthography, — G. T. Fletcher.

Penmanship, — Anna E. Hill.

Phonics, — Catherine Parker, Mary L. Poland.

Physics, — J. B. Gifford, Frank M. Gilley, F. R. Hathaway, William D. Jackson, Lyman C. Newell.

Physics and Chemistry, — Roland W. Guss.

Primary Reading, — G. T. Fletcher.

Principles and Methods of Instruction, — G. T. Fletcher.

Privileges and Opportunity of Teachers, — G. T. Fletcher.

Progress in Primary Work, — G. T. Fletcher.

Reading, — George I. Aldrich, Libbie J. Eginton, Mrs. E. K. Gordon.

Reading and Literature, — Caroline A. French, James W. MacDonald.

Reading and Voice Training, — Mrs. E. Charlton Black.

Relations of Pupils and Teacher, — George A. Walton.

Self-activity, — Samuel T. Dutton.

Self-expression, — Mrs. Kate Gannett Wells.

School Discipline, — G. T. Fletcher.

School Government, — John T. Prince.

School Management, — G. T. Fletcher.

Some Axioms of Good Teaching, — Charles S. Chapin.

Some Rural School Problems, — G. T. Fletcher.

Story Telling, — Mrs. Elizabeth Y. Rutan.

Study of Pictures, — Walter Sargent.

Suggestions to Teachers of History, — Mary E. Whipple.

Technical Grammar, — G. T. Fletcher.

Temperance Instruction, — G. T. Fletcher, Frank F. Murdock.

The Art of Questioning, — James W. MacDonald.

The Developing Method in Teaching, — John T. Prince.

The Essential Principles of Teaching, — Sarah L. Arnold.

The Higher and Lower Function of the Course of Study, — George H. Martin.

The Rational Method in Teaching, — Randall J. Condon.

The Work of the Schools, — E. F. Howard.

Vertical Writing, — A. F. Newlands.

What are Results? — J. H. Carfrey.

Written Language Work, — W. D. Miller.

Institute Evening Addresses. — Evening addresses were given by G. T. Fletcher, on "School Management," "Some Rural School Problems," "Some Educational Changes," "Some Country Problems," "The People and the Schools;" Frank A. Hill and Herbert Myrick, on "Educational and Practical Value of Manual Training;" James W. MacDonald, on "Educational Progress," "Mission of the High School;" John T. Prince, on "Educational Progress," "Moral Training;" Walter Sargent, on "Drawing and Nature Study," "Some more recent School Studies," "The New Studies;" Lucy Wheelock, on "The State and the School."

Institute Conferences. — History conferences, based upon the report of the Committee of Seven to the American Historical Association, were conducted by John T. Prince at the Winchendon, Hyannis and Medfield institutes.

Laurel Park Institute. — At the Laurel Park Institute lectures were given as follows: Sarah L. Arnold, a course on the "Principles of Primary Teaching;" Prof. John Bascom, on "The Controlling Purpose in Instruction;" A. C. Boyden, a course in American History; Charles S. Chapin, a series on "The Principles of Teaching;" W. I. Fletcher, on "The Public Library and the School" and "How to use a Library;" Prof. John M. Tyler, on "The Teacher and the State," "Growth" and "The Teacher's Problem;" Mason S. Stone, on "Educational Tendencies;" Walter Sargent, on "Color," "Pictorial Composition," "First Steps in Drawing," "Pictures," "The Place of Art in Education."

Instruction in drawing was given during the entire course, by Walter Sargent, assisted by T. Milton Dillaway; also instruction in music by Sterrie A. Weaver, and in penmanship by Anna E. Hill. Local geology and geography were the subjects of a course by William Orr, Jr.

Classes in English literature and mathematics were conducted by James W. MacDonald. Conferences were conducted by G. T. Fletcher, on arithmetic, geography, grammar and reading.

The Salem Institute. — The third session of the Teachers' Summer Institute, under the joint management of the State Board of Education and the North Shore Summer School Association, was held at the new normal school building in Salem, from Wednesday, July 5, to Friday, July 14, 1899. Two general lectures were given by Prof. John M. Tyler of Amherst College, on "Growth" and "The Teacher's Problem;" six lectures by Dr. Thomas M. Balliet, superintendent of schools, Springfield, on "Educational Psychology;" and nine lectures by Dr. Richard G. Boone, at the time principal of the State Normal School at Ypsilanti, Mich., but later superintendent of schools, Cincinnati, O. The remaining one hundred and ninety-nine exercises were by lecturers whose names and subjects have already been given on pages 199-201.

The institute was held the larger portion of two weeks, instead of one week, as heretofore, and was attended by 501 teachers from 86 towns.

Appropriation for Institutes. — The institutes need \$3,000 the coming year, as during the past year. The restriction in

the law limiting the Board to an expenditure not exceeding \$350 for a single institute should be repealed. It was well enough, doubtless, at the time it was made; but the conditions to which it referred are now obsolete. The limit is now worthless, both for the short institutes and the long ones. The Board does not expend half that sum on the most expensive of the short institutes, while it needs a much larger sum than that for each of the long summer institutes. A special act of the Legislature enabled the Board to meet the expenses of the long institutes last year. The simplest way, however, is to repeal the restriction referred to.

Institutes from the Beginning.—The following list gives the towns where institutes have been held and the years when they were held from the beginning down to the present time. Institutes were first authorized by law in 1846. Previous to that date four institutes were held at private expense, to show their value. In all, 695 institutes have been held in 266 towns of the State. These institutes get much nearer to the needs of the teacher than the usual teachers' associations, where the work is of a more general character, and so they have a special value. They have been a great influence for good in the past, and are still regarded as effective agencies for improving the work of the schools.

XXXIII. *Table of Towns where Institutes have been held and of the Years when they were held therein.*

Abington, 1880, 1894.	Attleborough, 1849, 1851, 1862, 1873, 1884, 1890.
Acton, 1861, 1889.	Ayer, 1871, 1879, 1887, 1896.
Adams, 1848, 1855, 1858, 1875, 1889, 1891, 1896, 1899.	Barnstable, 1851, 1857, 1872 (Hyannis), 1849, 1856, 1878 (Hyannis), 1892, 1897, 1898, 1899.
Agawam, 1899.	Barre, 1854, 1872, 1882, 1888.
Amherst, 1852, 1877.	Becket, 1865, 1876, 1887.
Amesbury, 1863, 1893.	Bedford, 1857, 1880.
Andover, 1846, 1866.	Belchertown, 1868, 1875, 1893.
Arlington, 1888.	Bellingham, 1884, 1892.
Ashburnham, 1855, 1880, 1888, 1892.	Bernardston, 1858, 1872, 1882.
Ashby, 1882.	Beverly, 1870, 1888, 1895.
Ashfield, 1882.	Billerica, 1859, 1868, 1882, 1896.
Ashland, 1878.	
Athol, 1848, '54, '68, '80, '87, '93, '96.	

XXXIII. *Table of Towns where Institutes, etc. — Continued.*

Blackstone, 1851, 1870, 1895.
 Blandford, 1884.
 Boston, 1852.
 Bourne, 1884, 1892.
 Bradford, 1877.
 Braintree, 1884, 1895.
 Brewster, 1850, 1855, 1881.
 Bridgewater, 1845, '55, '63, '68, '98.
 Brimfield, 1860, 1876, 1881.
 Brockton, 1886, 1891, 1894, 1896, '98.
 Brookfield, 1857.
 Cambridge, 1852, 1892.
 Charlemont, 1847, 1870, 1879, 1891,
 1892, 1896, 1897, 1898, 1899.
 Charlestown, 1852.
 Charlton, 1884.
 Chatham, 1845, 1860, 1884.
 Chelsea, 1855.
 Cheshire, 1874, 1884.
 Chester, 1872, 1892, 1898.
 Chicopee, 1852, 1882, 1895.
 Clinton, 1866, 1876, 1881, 1892, 1896.
 Cohasset, 1874, 1888.
 Colrain, 1883.
 Concord, 1847, 1877, 1899.
 Conway, 1853, 1864, 1883.
 Cottage City, 1886.
 Cummington, 1862, 1873, 1890, 1893,
 1897, 1899.
 Dalton, 1888, 1892, 1896, 1898.
 Dana, 1870.
 Danvers, 1883, 1893.
 Dartmouth, 1864, 1888, 1890, 1896.
 Dedham, 1859, 1896.
 Deerfield, 1852, 1884, 1890.
 Dennis, 1864, 1867, 1883.
 Dighton, 1883, 1894.
 Dudley, 1865, 1883.
 Duxbury, 1898.
 East Bridgewater, 1884.
 Easthampton, 1863, 1884.
 Eastham, 1879.
 Easton, North, 1867, 1889.
 Edgartown, 1848, 1861, 1879, 1885.
 Egremont, 1883.

Enfield, 1880, 1890, 1898.
 Everett, 1883.
 Fairhaven, 1858, 1881, 1893, 1898.
 Fall River, 1852, '66, '82, '91, '95, '99.
 Falmouth, 1850, '61, '68, '69, '82, '96.
 Fitchburg, 1845, 1850, 1862, 1875,
 1880, 1890, 1895, 1897.
 Florida, 1890.
 Foxborough, 1857, 1881, 1895.
 Framingham, 1850, 1857, 1882, 1897.
 Franklin, 1854, 1877, 1889, 1896.
 Freetown, 1892.
 Gardner, South, 1858, 1889, 1895.
 Georgetown, 1889, 1895.
 Gloucester, 1872, 1878, 1891.
 Goshen, 1886.
 Grafton, 1846, 1889.
 Granby, 1882.
 Granville, 1884, 1890.
 Great Barrington, 1847, 1859, 1891,
 1894, 1898.
 Greenfield, 1849, 1863, 1889, 1897.
 Greenwich, 1897.
 Groton, 1849, 1856, 1898.
 Hadley, 1850, 1864, 1884.
 Hamilton, 1893.
 Hancock, 1883.
 Hanover, 1890, 1895.
 Hanson, 1885.
 Hardwick, 1859, 1879, 1890.
 Harvard, 1883.
 Harwich, 1846, 1877, 1886, 1893.
 Hatfield, 1865, 1873.
 Haverhill, 1853, 1858, 1869, 1884, '95.
 Hawley, 1884.
 Hingham, 1868, 1884.
 Hinsdale, 1869.
 Holbrook, 1883.
 Holden, 1893, 1898.
 Holliston, 1852, 1893.
 Holyoke, 1862, 1877, 1891, 1893.
 Hopkinton, 1854, 1888.
 Hubbardston, 1849, 1860, 1881, 1892.
 Hudson, 1880, 1897.
 Huntington, 1889, 1898.

XXXIII. Table of Towns where Institutes, etc. — Continued.

Hyde Park, 1891, 1898.
 Ipswich, 1874, 1884, 1887.
 Kingston, 1856, 1889, 1896.
 Lancaster, 1854, 1884.
 Lanesborough, 1879, 1884.
 Lawrence, 1851, '62, '78, '90, '93.
 Lee, 1846, 1854, 1864, 1882, 1897.
 Leicester, 1863.
 Lenox, 1850, 1884.
 Leominster, 1852, '57, '74, '82, '93.
 Leverett, 1882.
 Lincoln, 1884.
 Littleton, 1855.
 Longmeadow, 1863, 1890, 1899.
 Lowell, 1852, 1867, 1893, 1894.
 Ludlow, 1879.
 Lunenburg, 1853, 1883.
 Lynn, 1894.
 Malden, 1853.
 Manchester, 1883.
 Mansfield, 1854, 1879, 1888, 1897.
 Marblehead, 1883.
 Marlborough, 1856, '67, '71, '94, '98.
 Marshfield, 1879, 1893.
 Mattapoisett, 1889.
 Maynard, 1873, 1892.
 Medfield, 1882, 1899.
 Medford, 1884, 1896.
 Medway, 1850, 1863, 1871, 1880, 1888.
 Melrose, 1883, 1893.
 Mendon, 1885.
 Merrimac, 1881.
 Middleborough, 1853, '77, '91, '94.
 Middlefield, 1883.
 Milford, 1850, 1858, 1861, 1894.
 Millbury, 1853, 1883, 1893.
 Monson, 1850, 1870, 1889.
 Montague, 1855, 1870, 1880.
 Monterey, 1879, 1888, 1892.
 Nantucket, 1853, '74, '91, '94, '98.
 Natick, 1853, 1864, 1870, 1880, 1895.
 Needham, 1867, 1890.
 New Bedford, 1853, 1894.
 Newburyport, 1854, 1890.
 New Marlborough, 1866, 1896, 1899.

New Salem, 1846, '73, '89, '92, '99.
 Newton, 1851, 1864, 1889, 1896, 1897.
 North Adams, 1869, 1881, 1893, 1897.
 Northampton, 1857, 1869, 1885, 1891,
 1892, 1893, 1894, 1895, 1896, 1897,
 1898, 1899.
 North Attleborough, 1892.
 Northborough, 1851, '60, '84, '90, '99.
 Northbridge, 1881, 1888.
 North Brookfield, 1852, '59, '86, '91.
 Northfield, 1871, 1881, 1896, 1899.
 Norton, 1857, 1891.
 Norwood, 1889.
 Orange, 1866, 1875, 1886, 1893, 1895.
 Orleans, 1853, 1861, 1875, 1888.
 Otis, 1883.
 Oxford, 1853, 1888, 1898.
 Palmer, 1884, 1892, 1896, 1899.
 Peabody, 1889.
 Pepperell, 1850, 1866, 1881.
 Peru, 1878.
 Petersham, 1851, 1876, 1892.
 Pittsfield, 1845, 1851, 1854, 1857,
 1871, 1882, 1893.
 Plainfield, 1880, 1896.
 Plymouth, 1850, 1881, 1894.
 Plympton, 1884.
 Prescott, 1883, 1896.
 Princeton, 1882, 1890.
 Provincetown, 1858, '69, '81, '91, '94.
 Quincy, 1847, 1889.
 Randolph, 1854, 1865, 1890.
 Raynham, 1883.
 Reading, 1882.
 Rehoboth, 1880, 1889, 1898.
 Rochester, 1884.
 Rockland, 1881, 1897.
 Rockport, 1882.
 Rowe, 1889.
 Roxbury, 1852, 1854.
 Royalston, 1851.
 Russell, 1893, 1899.
 Rutland, 1855, 1878.
 Salem, 1854, 1884, 1891, 1896, 1897,
 1898, 1899.

XXXIII. Table of Towns where Institutes, etc. — Concluded.

Salisbury, 1873, 1882.	Uxbridge, 1862, 1878, 1882, 1892.
Sandisfield, 1874, 1897.	Wakefield, 1872, 1894.
Sandwich, 1849, 1871, 1888, 1894.	Waltham, 1860, 1890, 1894.
Saugus, 1881, 1896.	Walpole, 1892, 1894.
Savoy, 1899.	Ware, 1851, '56, '64, '73, '84, '95.
Scituate, 1883.	Wareham, 1883, 1897.
Sharon, 1883.	Warren, 1888, 1894.
Sheffield, 1852, 1861, 1876, 1884.	Wayland, 1883.
Shelburne Falls, 1861, 1868, 1876, 1881, 1886.	Webster, 1859, 1884, 1892.
Sherborn, 1884.	Wellesley, 1893
Shirley, 1890.	Wellfleet, 1859, 1871, 1896.
Shrewsbury, 1855.	Westborough, 1858, 1877, 1892, 1899.
Somerset, 1882, 1897.	West Brookfield, 1877.
Somerville, 1890.	West Boylston, 1880, 1891, 1894.
Southampton, 1879.	Westfield, 1855, 1891, 1895, 1897.
Southborough, 1886.	Westford, 1863, 1886, 1890.
Southbridge, 1851, 1872, 1888, 1896.	West Newbury, 1871.
South Hadley, 1867, 1896.	Westport, 1883, 1888.
Southwick, 1894.	West Springfield, 1893, 1896.
Springfield, 1884, 1894.	West Stockbridge, 1873.
Stockbridge, 1894.	Weymouth, 1861, 1878, 1894, 1899.
Stoneham, 1890.	Whately, 1878.
Stoughton, 1851, 1866, 1879, 1893.	Whitman, 1890.
Spencer, 1881, 1888, 1896.	Wilbraham, 1861, 1881, 1892, 1898.
Sudbury, 1893.	Williamsburg, 1856, 1881.
Sunderland, 1848.	Williamstown, 1862, 1872, 1895.
Swampscott, 1865, 1884.	Winchendon, 1856, 1867, 1878, 1885, 1886, 1893, 1899.
Swansea, 1893.	Winchester, 1881.
Taunton, 1846, 1865, 1884, 1896.	Windsor, 1883.
Templeton, 1853, 1874, 1889, 1898.	Woburn, 1852, 1892.
Tewksbury, 1890.	Worcester, 1852, 1854, 1894, 1897, 1898.
Tisbury, 1869, 1883, 1884, 1899.	Worthington, 1882.
Townsend, 1859, 1892.	Wrentham, 1852, 1893, 1898.
Truro, 1857.	Yarmouth, 1855, 1862, 1865, 1889.
Tyngsborough, 1886.	
Tyringham, 1881.	

695 institutes, from 1846 to 1899 inclusive.

THE NORMAL SCHOOLS.

When organized.—The following list gives all the normal schools of the State in the order of their opening:—

NORMAL SCHOOLS.	First Opened.	Present Principal.
Framingham, . . .	July 3, 1839, at Lexington,	Henry Whittemore.
Westfield, . . .	Sept. 4, 1839, at Barre, .	Charles S. Chapin.
Bridgewater, . . .	Sept. 9, 1840, . . .	Albert G. Boyden.
Salem, . . .	Sept. 14, 1854, . . .	Walter P. Beckwith.
Normal Art, Boston, .	Nov. 11, 1873, . . .	George H. Bartlett.
Worcester, . . .	Sept. 15, 1874, . . .	E. Harlow Russell.
Fitchburg, . . .	Sept. 11, 1895, . . .	John G. Thompson.
North Adams, . . .	Feb. 1, 1897, . . .	Frank F. Murdock.
Barnstable (Hyannis),	Sept. 9, 1897, . . .	William A. Baldwin.
Lowell, . . .	Oct. 4, 1897, . . .	Frank F. Coburn.

Development of the Normal Schools.—It was at the June and September examinations in 1896 that candidates for admission to the State normal schools were required, for the first time, to be graduates of high schools, or to have received an equivalent training, and to pass an examination in high school subjects. For the last ten years of the old policy the average number of admissions to all classes, entering and higher, excluding those to the Normal Art School, was 420; for the four years of the new policy, 615,—a gain of 46 per cent. But this statement does not bring out the full measure of the gain, since the first year of the new policy showed a loss of 31 in the number of admissions, as compared with the average for the preceding ten years,—a loss that was the natural and not unexpected result of so marked a raising of the admission standard. It was not until the second year that the tide turned. The average number of admissions for the second and subsequent years, the Normal Art School still excluded, was 690,—a gain of 64 per cent.

over the last ten years of the old policy and of 79 per cent. over the first year of the new. The following statement shows the data on which the percentages are based : —

EXAMINATIONS FOR ADMISSION.	Number examined.	ADMITTED TO ALL CLASSES.		Membership of All the Schools December 1.
		Normal Art School excluded.	Normal Art School included.	
June and September, 1896,	—	389	456	1,123*
June and September, 1897,	843	713	780	1,388
June and September, 1898,	852	654	743	1,572
June and September, 1899,	858	703	779	1,624

* Whole number of different pupils during the year 1896-97.

If increase in numbers can be trusted as an indication of the hold of the normal schools upon the respect and confidence of the public, there can be no question about the increasing strength of that hold.

Comments on Table XXXIV. — The table gives admission, attendance and other facts relating to the several normal schools. It shows that there are 110 teachers in the normal schools and 85 in the model and practice schools connected with them, making a total of 195. Most of the teachers in the model and practice schools are paid regular salaries by the towns and cities whose schools are used for normal school purposes, and an additional sum each by the State. The object, of course, is to command as competent a class of teachers as possible. The number of graduates was 517, the largest in the history of the schools; the next largest number was 341, in 1898; the next, 334, in 1897; and the next, 307, in 1896. The membership Dec. 1, 1899, was 1,624, — also the largest in the history of the schools.

XXXIV. Table showing Admissions and Attendance for 1899, with Other Normal School Data.

NORMAL SCHOOLS.	TEACHERS IN NORMAL SCHOOLS.		TEACHERS IN MODEL AND PRACTICE SCHOOLS.		Examined for Admission in 1899.	ADMITTED TO—		NUMBER OF DIFFERENT STUDENTS FOR 1898-99.			ATTENDANCE DEC. 1, 1899.			Number of Graduates in 1899.	Different Students from the Beginning.	Graduates from the Beginning.
	Men.	Women.	Men.	Women.		Enter- ing Class.	Higher or Special Classes.	Men.	Women.	Total.	Men.	Women.	Total.			
Barnstable (Hyannis), .	3	4	1	5	31	31	-	9	46	55	7	43	55	29	96	29
Bridgewater, . . .	7	7	1	12	171	98	40	41	240	281	48	230	278	108	4,757	2,089
Fitchburg, . . .	4	5	2	16	46	44	3	3	96	99	3	100	103	27	249	94
Frammingham, . . .	4	11	-	7	88	84	6	-	156	156	-	161	161	58	3,488	2,129
Lowell, . . .	4	7	2	18	85	54	15	5	135	140	8	124	127	43	240	47
North Adams, . . .	4	4	-	17	39	37	1	4	94	98	2	80	82	53	149	53
Salem, . . .	4	9	-	5	143	114	13	2	176	178	5	221	226	55	4,524	2,410
Westfield, . . .	3	4	1	5	77	63	11	-	112	112	1	112	113	59	4,327	1,584
Worcester, . . .	5	7	-	3	97	79	7	8	189	197	11	190	201	38	1,593	845
Normal Art (Boston), .	10	4	-	-	76	74	-	63	259	322	57	221	278	47	2,962	1,907
Totals, . . .	48	62	7	78	858	683	96	135	1,503	1,638	137	1,487	1,624	517	22,014	11,187

Examinations for Admission to the Normal Schools. — The questions used at the June and September examinations for admission to the normal schools are printed in the Appendix. The aim of the examination is to get some trustworthy indication of the candidate's full power and promise. It is not, therefore, his ability to attain a certain percentage of correct answers in response to set questions that determines fully his fitness. There is his personality to be thought of as well, and the record he has made for himself in the lower schools, and such evidence of prowess as he can furnish outside of the studies on which he is tested in writing. The examination, therefore, considers the candidate from the following points of view: —

1. From that of his scholarly power and attainments, so far as they can be judged by a written test.
2. From that of his personality, so far as that can be judged in a personal interview.
3. From that of his previous school record, so far as that may be brought out by the testimony of his teachers.

Scholarly Power and Attainments of the Candidate. — To get some idea of the candidate's power and attainments he is asked to write answers to a few questions in branches of study definitely specified. There is no attempt under any subject to make the question cover much of its territory. The point is not to convict the candidate of ignorance, but to favor him in exploiting his intelligence. Why should he not have as fair a chance as the writer or speaker who deals with what he knows? As a matter of fact, however, he cannot have so fair a chance as either of these, for he must respect certain time limits during his examination; he cannot consult books of reference; he cannot personally confer with authorities on points of difficulty; he cannot put his work aside for recuperation, and return to it the next day or the next week with new light and enthusiasm. He should at least have the advantage of a familiar subject, for it is then, and then only, that he is free to show his power in the ordering and arranging of matter and his skill in expressing it acceptably. In each study, therefore, the candidate is offered a choice of several topics or questions. Whatever the topic chosen, it usually lends itself to the exhibition of sustained power. What are the candidate's resources under the topic?

With what facility and to what extent does he marshal them? Is he right in his statements of fact and sound in his presentation of reasons? And, what is of high consequence when his example as a teacher begins to tell, is his English that of the cultured or the illiterate? There is a sort of questions that admits of answers so brief, barren and colorless, that, although these answers are correct and therefore entitled to be marked 100 per cent., they nevertheless fail to do justice to a candidate's strength or bring out a candidate's weakness. Such questions have been studiously avoided.

Normal school admission tests of scholarship ought not to favor crowding or worry in the high schools. While it is true that a kind of knowledge can be rapidly accumulated and temporarily held by cramming processes, one's power to use to advantage such resources as one has does not come in that way. This power is the fruitage rather of painstaking work, and time is a factor in its ripening. So, too, by no possibility of cramming can one whose English is poor suddenly rise to the plane of one whose English is good. In short, the kind of things one might bring to an examination through cramming processes is the kind of things one might leave at home with the least loss. Let the candidate bring to the normal school some signs of a power that is so wrought into the intellectual grain as to enable him to use his humble resources in a masterful way, and the normal school will readily pardon him for many omissions of easily forgotten facts.

The different studies on which the admission examinations are based are somewhat numerous, but it must not be forgotten that the teacher of the modern elementary school needs to have some acquaintance with them all. The chief burden of these admission subjects is to be found in the group of sciences, — botany, physics, chemistry, physiology and physical geography. But how can the teacher do anything with nature study without some knowledge of at least one of the natural history group of studies, — botany, for example, which is mentioned in the requirements rather than zoölogy or mineralogy or biology, as being on the whole the most available single representative of the group. How can she make a beginning with the simple science that is suited to children, without being grounded her-

self in the elements of physics and chemistry? How can she teach physical geography to others without having acquired some previous knowledge of it herself? And when she comes to physical culture, and the health of the children, and the scientific foundations for temperance, will she not be powerless if she lacks acquaintance with physiology and hygiene and the sciences that illumine them? Some of these subjects may be studied more intensively than others; the power developed in the deeper study may overflow into and invigorate the lighter study; but the candidate for teaching needs to do something with them all. It is not desirable to postpone beginnings in any of these subjects to the normal school period. Let them be prepared never so well, the normal school has all it can profitably do in dealing with the philosophy and practice of teaching them to others, — work that incidentally involves further study of them, indeed, but work that suffers if there is much diversion of its energy to that which is strictly academic.

Personality of the Candidate. — In face-to-face observation of the candidate, in conversation with him, in oral questioning of him, many facts are brought out about him, many indications are given by him, that bear upon the question of his fitness to become a teacher. There is the fitness, for example, of a good physique, of a winning face, of a bright eye, of a pleasing voice, of correct speech, of a happy manner; there is the fitness of powers beyond the reach of an ordinary written test, but made known by work which the candidate volunteers to show or tell about; there is the fitness of a certain moral tone that is more likely, in its subtle way, to shine out in an oral interview than in a written examination; and so on. On the other hand, there is the unfitness of the opposites of these things. Now, the schools need fitness of personality in the teacher even more than they need fitness of knowledge, though it is better that they should have both.

The duty of the normal school, therefore, has both its positive and its negative aspects. As it encourages, on the one hand, presumed fitness to prepare itself further for the teacher's calling, so it discourages, on the other, presumed unfitness from such preparation. As no human judgment can be infallible in weighing promise for the future, candidates are more likely to

have doubts settled in their favor than against them. And so it must always continue true that a few of the chosen will probably fail and a few of the rejected would probably have succeeded had they been permitted to keep on.

Previous Record of the Candidate. — The written test and the personal interview furnish data for a pretty strong presumption as to the candidate's qualifications. Still, there are chances for incorrect estimates of fitness, even now. Hence the importance of knowing the past record. The opinion of teachers here — particularly of those who are known to be direct, discriminating and fearless in expressing their judgments — is entitled to great consideration. The conjunction of the teacher's strong endorsement with a satisfactory oral interview and good success in the written work settles the question of admission beyond cavil. Nay, the conjunction of such endorsement with a satisfactory interview may save one from the adverse judgment that inferior written work might otherwise prompt.

Concomitant Effects of Examinations upon School and Instruction. — The possible evil effects of examinations upon the instruction of the schools merit earnest thought. Dr. Friedrich Paulsen, professor of philosophy in the University of Berlin, in an article which appeared in "Neue Jahrbücher für Klassisches Alterthum und Pädagogik," edited by Dr. Ihering, Leipzig, and later in the report of Dr. Wm. T. Harris, United States commissioner of education, for 1897-98, so sensibly points out where the dangers lie, that on this point he is here quoted in full: —

Such effects are not apt to occur in school examinations which grow exclusively out of the needs of instruction, and adapt themselves wholly to the educational aim. On the other hand, all sorts of undesigned and undesirable side effects present themselves in all official or public examinations which are introduced for a purpose foreign to the needs of instruction. I mention the following: —

(a) The examination alters the inner relation of the learner to the subject. The prospect of an examination necessarily directs the attention away from the subject and to the examination. Knowledge thereby receives an external significance, — a significance not lying in itself. Moreover, the idea is indeed to stimulate diligence and zeal through examination, but one is apt to forget that different interests

do not necessarily stimulate each other; they may neutralize each other; the practical interest in the result of the examination may lessen the theoretical interest in the subject-matter. Expediency for the examination can impair the value of knowledge for the satisfaction of intellectual need. It is an old experience that learning for an examination easily becomes learning *in futuram oblivionem*. The pressure exerted by the examination leads not unfrequently to a dislike for the subject, and that which is taken up with dislike will be rejected as soon as the external pressure is relaxed. Plato already recognized this. "Learning by compulsion does not last," he says in his Republic. I think that since the days of Plato experience in this direction has been much accumulated. In our time many subjects are rendered positively distasteful to students by the examination pressure. Consider in this connection the compulsory memorizing, for the sake of the examination, of text-books for the acquisition of "general culture" in religion and philosophy, perhaps even a supplementary examination among candidates for a higher position. This concomitant effect is not a necessary attendant of the examination, but the tendency thereto will prevail the more strongly the closer the candidate has come to independence and years of discretion; and the more delicate and spiritual the subject, the more unexaminable it is, I should like to say.

(b) Examinations turns the study in the direction of the external and examinable. In examination only that counts on which questions can be asked and which can be illustrated. The things suitable for this purpose are formulas, definitions, rules, facts, dates, — in short, all things external that can be memorized and recited; not so suitable for this purpose is what one thinks, infers, feels. It cannot be otherwise. Examination questions appeal of necessity more to the memory than to the judgment. We can get, by questioning, the contents of the Iliad, the grammatical forms of Homeric language or the codices and editions of Horace and Lucretius, the history of the origin of Faust and Wallenstein. We can also get the distinctive dogmas of the different confessions of faith, and even the last words at the Cross; but how the poems of Homer or the contents of the New Testaments have entered the inner life of the student, and become assimilated, we cannot obtain by questioning; simply for the reason that the candidate could on no occasion be less in condition and less inclined to reveal his own thinking and inner life than during an examination. The consequence is that such external things are given an importance which they do not in themselves possess, and the preparation for examination aims at memorizing them. For it cannot be doubted that a person who, by diligent cramming, has

mechanically acquired a large amount of external knowledge without much concern for the subject itself, will enter upon an examination with better prospects than one who has read and studied writings with inner interest in the thought, perhaps with much profit to his inner self, but who has neglected these things which yield to catechising. Indeed, we hear academic teachers complain of the low inclination of their students, which they indicate by immediately inquiring after the examination regulations, and making these the standard of their studies. They possibly even seek to gain additional security against the mischances of an examination by questioning their schoolmates who have gone over the road before them, and by practising on the questions thus obtained. Surely it is not desirable that scientific study should become degraded to such mechanical drill; yet I should not have the heart to advise a student to permit himself to be guided exclusively by his desire for knowledge and by his interest in the subject, without any regard to the rules and the character of the examination. Such idealism, which is by no means so very rare among students, easily leads to a somewhat rude awakening on coming in contact with actual life and its requirements. And, similarly, our pupils (not wholly without reason) must receive with some distrust the constantly repeated assurances that the final examination and the examination at the close of the sixth year do not in reality require special preparation at all; and also that their purpose is not to determine the standing of the pupil, but only to secure the approval by the advisory board of the judgment which the teachers had already formed.

Examination has its own peculiar character, which asserts itself even against the will of the participants. It fetters the judgment, especially if it is conducted by a higher authority, which becomes acquainted with the pupils only through this act, and then judges the teachers also by this result.

(c) Examinations tend toward uniformity and mediocrity. When the final examination spread from Prussia over the adjacent territories, the measure met with strong opposition from many old school men, such as Ilgen of Pforta, Jacob of Lubeck. They felt it to be a limitation of freedom for teacher and pupil,—a weight which would hinder the development of an independent, individually characteristic life in school. An examination upon which depends the judgment of the inspecting authority, not only regarding the individual pupils, but also regarding the teacher and the school itself, must of necessity operate toward uniformity.

The teachers will not be able to avoid directing the instruction toward those things on which the official who conducts the exami-

nation lays stress. They will do this for the sake of the pupils, who will be the first to feel and to suffer from an unfavorable judgment, from a failure to come up to his expectations. A particularly zealous teacher will also be apt to familiarize himself with the predilections and weaknesses of the man, and to avail himself of them. We know how a change of inspectors acts in the army. In this case, the thing may be said to be necessary; in the army, uniformity and the subordination of one's own judgment to that of a superior are absolutely necessary. It is all-important in this case that there should be unity in the carrying out of orders, whether the order itself be the best possible or not. In mental life, on the other hand, unity and uniformity are by no means essential considerations; on the contrary, power and wealth here rest upon diversity and individuality. Similarly, examination makes for the average and for mediocrity; it has a tendency toward uniform, satisfactory marks for every one in every branch. In all mass examinations superior merit has but a modest opportunity to make itself felt. The tasks must be set for the average; that which is below attracts more attention than that which is above. This is true of the individual candidate; it is true of the individual branches also.

A decided deficiency in one branch is more noticeable than excellence in another. And, in itself, such lack of uniformity in culture, even if the examination regulations tolerate it by the admission of compensatory work, is looked upon as a tendency to irregularity and eccentricity. In all examinations, therefore, those will have the best chances who, without strongly marked special inclinations and talents, tread the beaten track of uniform task-work; whereas persons with a decided, pronounced individuality and special bent in talent suffer thereby. Without doubt the former represent a very respectable type of pupil and official; but there can be no doubt that in all departments of intellectual life progress proceeds not from conventional mediocrity, but from strong, even one-sided and irregular natures. Conventionality is good for many things, but not for hewing out new paths for thought and action.

It appears, then, after all has been said, that official examinations have a tendency to suppress individuality, to foster lack of independence, to magnify the importance of external knowledge and to blunt the power of independent judgment. The whole unfortunate business, which at present goes by the name of "culture," the "having studied," and "being able to talk about" things, is evidently also connected with the development of the system of public examination.

Examinations compel the taking up of studies without regard to the inner needs and natural faculty; they foster a habit of having studied things and of being able to speak about them; they prevent the search for what is suited to individual talent. Finally, by the certificate, they tempt the student to a false self-confidence and self-esteem, for, naturally, if the official seal certifies to the "maturity" or to the "facultas," it follows that it *must exist*. Am I mistaken if I say that in the eighteenth century the spontaneity of the desire for culture and the feeling of personal responsibility were greater in the world of learned professions than they are to-day?

While Dr. Paulsen points out their injurious effects, he would not abolish examinations altogether. Some of these effects may be reduced or averted; at any rate, he gives rules that look that way. As for the rest of them, they will have to be regarded as necessary evils. Dr. Paulsen concludes as follows: —

Practical Conclusions. — The exposition of the injurious accessory effects of examinations does not justify the demand for their abolition. Examinations are necessary evils. We cannot wish to return to the system of individual pleasure and patronage; but it is well to realize that such concomitant effects exist, and are unavoidable. For our first rule of conduct we shall, therefore, have to adopt the maxim, "Examinations must not be multiplied beyond necessity."

Examinations that can be dispensed with should be discontinued (for instance, the examination at the close of the sixth year). Bureaucracy favors them; they suit its predilection for regularity and mediocrity. Hence, Prussia is most richly blessed with them. As has been said by H. v. Treitschke, a man who in other respects accords abundant appreciation to the Prussian system, "Our pernicious examination nuisance — in fact, really a curse of Germany — is unfortunately of Prussian origin." (In the recently published *Lectures on Politics*, I., 43.)

But for the examiners it might be well to observe the following rules: —

(a) Look for the positive acquisitions of the student. Examination as such has the opposite tendency, — it gives prominence to the deficiencies.

(b) Begin with easy, simple, definite questions. The missing of a question and answer in the beginning frequently confuses and upsets the whole affair.

(c) Treat errors and blunders in accordance with Galatians vi., 1 ; "Brethren, if a man be overtaken in a fault, ye which are spiritual restore such an one in the spirit of meekness, considering thyself lest thou also be tempted."

(d) Do not forget that for most men an examination does not afford a good opportunity to appear in a favorable light; for this reason subjoin, as occasion may require, *additis addendis*.

(e) On the other hand, while attending to the *suaviter in modo* do not forget the *fortiter in re*. To recommend the lazy and ignorant is equivalent to robbing the diligent and capable.

The Spirit of the Normal School Admission Examinations.—Now normal school admission questions are framed, candidates examined and final judgments rendered in the spirit, it is believed, of the five foregoing rules of Dr. Paulsen. In the entire process prominence is given (1) to the candidate's attainments, and not to his deficiencies; (2) to simplicity and diversity of themes, that he may have a choice of subjects and a choice within his range; (3) to considerate treatment of his errors, blunders and omissions; (4) to supplementary facilities, of which he may take advantage to show his fitness; and (5) to the rejection, at last, in the interests of those who are accepted, of any in whom the various acts of indulgent treatment fail to discover signs of promise. One principal thing, however, is demanded from all candidates, and that is the use of reputable English. If, in addition, the idea of sharply marking papers with definite percentages is abandoned, as in general it ought to be, and the idea of putting a general estimate upon them, as showing power or a lack thereof, is adopted, then it becomes feasible in an examination to abandon formulas, rules, definitions, dates and such things as may be memorized or recited, and resort to a class of exercises that compel a little more of thinking, a little more of the marshalling and arranging of material, a little more of attention to the forms of expression, a little larger revelation of one's mental power. Now, the latter class of exercises does not tend so much to foster cramming in the schools below as the former. Facts can be crammed, but not culture. It would be a lamentable result if the examinations for admission to the normal schools should seriously swerve the high schools from their obvious duty of doing their

best for the growth and culture of their pupils into special efforts to anticipate the questions of examiners. The normal schools should be a stimulus to the schools below, but not in that way.

Preliminary Examinations.—In order to reduce the pressure of the admission requirements, if such there is, upon the high schools, the Board recently authorized their division into preliminary and final examinations, the former being taken a year in advance of the latter. Sixty-four candidates availed themselves in June, 1899, of this privilege.

KINDERGARTENS.

Public Kindergartens.—The following is a table of the public kindergartens in the State:—

XXXV. *Table of Kindergarten Statistics for the State.*

	Number of Kindergartens.	Number of Teachers.	Number of Different Pupils.
Barnstable County:			
None,	—	—	—
Berkshire County:			
Dalton,	2	2	109
North Adams,	3	6	270
Bristol County:			
Attleborough,	1	2	96
Fall River,	3	6	389
New Bedford,	3	6	244
Dukes County:			
None,	—	—	—
Essex County:			
Andover,	2	2	104
Haverhill,*	1	2	42
Marblehead,	2	4	106
Peabody,	2	4	88
Salem,	8	14	438
Franklin County:			
Greenfield,	2	2	58

* Established September, 1898.

XXXV. *Table of Kindergarten Statistics, etc. — Concluded.*

	Number of Kindergartens.	Number of Teachers.	Number of Different Pupils.
Hampden County :			
Holyoke,	5	10	141
Springfield,	6	14	583
Westfield,*	1	2	29
West Springfield,	3	5	209
Hampshire County :			
Northampton,	2	4	96
Middlesex County :			
Cambridge,	11	22	780
Lowell,	12	24	1,028
Malden,	3	8	105
Medford,	4	8	234
Melrose,	4	8	337
Newton,	12	25	807
Somerville,	5	10	493
Watertown,	1	2	59
Winchester,	4	8	253
Nantucket County :			
None,	—	—	—
Norfolk County :			
Braintree,	5	7	185
Brookline,	11	19	436
Dedham,	1	2	33
Medway,	2	2	60
Milton,	4	7	226
Plymouth County :			
Bridgewater,	1	2	71
Suffolk County :			
Boston,	68	192	5,178
Revere,	3	3	136
Worcester County :			
Hopedale,	1	1	22
Worcester,	12	22	563
Totals,	210	396	14,008

* Established September, 1898.

Public kindergarten statistics were given for the first time in the report of last year. The following statement compares the returns of the present report with those of the last :—

YEAR.	Number of Kindergartens.	Increase.	Number of Teachers.	Increase.	Number of Pupils.	Increase.
1898,. . .	192	—	372	—	12,550	—
1899,. . .	210	18	396	24	14,008	458

EDUCATIONAL MUSEUM, PARIS EXHIBITION, STATE EXHIBIT OF
DRAWING, AND STATE EXAMINATION AND CERTIFICATION
OF TEACHERS.

Educational Museum.—In accordance with authority granted by the Legislature of 1899, the school material sent to the Columbian Exposition in 1893, and subsequently stored to the extent of about one hundred boxes in the Latin school building of Boston, to await its display in the museum or such other disposition of it as might be ordered, has been returned to the towns that sent it, or distributed among the normal schools. The apparatus, maps and other teaching material that had begun to accumulate in the museum have been divided among the normal schools. The bound volumes of the Chicago exhibit, as well as such material in general as can be conveniently displayed on shelves, like books in a library, are retained in the museum room, and make a collection whose value cannot but increase as the years go by,—the nucleus, it may prove to be, of that educational collection of the future which Massachusetts will make when there is a deeper and more general interest in such things.

Paris Exposition.—As the educational exhibit of the United States at the Paris Exhibition of 1900 is to be a unit for the nation, with contributions thereto by such portions of the country as can best or most conveniently make them, there is neither need nor room for separate State exhibits, though credit will be given to States and cities represented in the national exhibit. The Board of Education has contributed a complete set of its annual reports from the beginning, numbering 62 volumes; also a complete set of school reports for 1898 from the

353 towns and cities of the State, bound in 23 volumes ; with a few additional volumes of catalogues, special reports and so on. Selections of drawings from the State exhibit, photographs of school buildings from various parts of the State, various sorts of material from the city of Boston, — all this, with other matter, will insure, it is thought, a fair representation of Massachusetts in the comparatively small exhibit to which the country is restricted.

State Exhibit of Drawing. — For a full account of the State exhibit of drawing, reference should be made to a special report thereon, by Henry T. Bailey, printed in the Appendix. To do justice to what the State is doing, the next exhibit should be held in some generous place, like the Mechanics' building, where more material can be shown than it was possible to display in Copley and Allston halls. Only a part of the State was represented there, and, of the material contributed by this part, but little more than half could be shown. The original pruning of material by the supervisors of drawing before they sent it in, and the still further pruning of that material after it had been sent in, injured the continuity of the several lines of work which it was important to show, and so obscured, to some extent, both the aims and the success of the supervisors in their instruction. Nevertheless, the exhibition showed admirable work enough to delight the friends of art instruction in the schools, and fair work enough to justify the instruction that yielded it. The teachers of drawing, throughout the State, with few exceptions, visited the exhibit and made a careful study of its lessons. The enlightenment that comes both to teachers and the public from an occasional exhibit of the work of the schools is exceedingly valuable ; the uplift it gives both to the teacher's instruction and the public's appreciation of it is beyond estimate. The appropriation for the exhibit at Copley and Allston halls was \$1,500. To organize a State exhibit on the larger scale needed and for a longer time than a single week would require a much larger sum.

State Certification and Examination of Teachers. — The situation continues as fully explained in previous reports, — the work of the office annually increasing, the secretary already taxed to the limit of physical endurance, the spirit of the law

forbidding the prolonged or permanent withdrawal of any agent from his field to take charge of the contemplated examination, and the law, therefore, still inoperative. The appropriation for the purpose should be much larger than the meagre sum of \$500, and adequate provision should be made for a competent person or persons to do, under the general direction of the office, the high order of work which the law practically requires. There are fine possibilities for toning up the preparation of teachers under the voluntary system, which the law aims to establish but unfortunately fails to make adequate provision for.

MASSACHUSETTS AND THE NATION.

Data from the Report of the United States Commissioner of Education. — From the report of Dr. W. T. Harris, United States commissioner of education, the following comparative statement of educational data for the State and the nation has been prepared: —

XXXVI. Table comparing Massachusetts School Data with United States School Data.

	1897-98.	
	United States.	Massachusetts.
<i>I. General Statistics.</i>		
Total population,	72,737,100	2,500,183
Number of persons five to eighteen years of age,	21,458,294	616,100
Number of different pupils enrolled on the school registers,	15,038,636	456,141
Per cent. of total population enrolled,	20.68	18.25
Per cent. of persons five to eighteen years of age enrolled,	70.08	74.04
Average daily attendance,	10,286,092	349,147
Ratio of same to enrolment,	68.4	76.5
Average length of school term (days),	143.1	186.
Aggregate number of days attended,	1,471,435,367	64,941,342
Average number for each person five to eighteen years of age,	68.6	105.4
Average number for each pupil enrolled,	97.8	142.4
Male teachers,	131,750	1,174
Female teachers,	277,443	12,029
Whole number of teachers,	409,193	13,203

XXXVI. *Table comparing School Data, etc. — Concluded.*

	1897-98.	
	United States.	Massachusetts.
Per cent. of male teachers,	32.2	8.9
Average monthly wages of teachers:—		
Males,	\$45 16	\$137 50
Females,	38 74	51 44
Number of schoolhouses,	242,390	3,395
Value of school property,	\$492,703,781	\$39,077,405
<i>II. Financial Statistics.</i>		
Receipts:—		
Income from permanent funds,	\$9,213,323	\$193,816
From State taxes,	35,600,643	—
From local taxes,	134,104,053	13,367,878
From all other sources,	20,399,578	91,955
Total receipts,	\$199,317,597	\$13,653,649
Per cent. of total derived from:—		
Permanent funds,	4.6	1.4
State taxes,	17.9	—
Local taxes,	67.3	97.9
All other sources,	10.2	.9
Expenditures:—		
For sites, buildings, furniture, libraries and apparatus,	\$32,814,532	\$3,270,916
For salaries of teachers and superintendents,	123,809,412	7,733,138
For all other purposes,	37,396,526	2,649,595
Total expenditures,	\$194,020,470	\$13,653,649
Expenditure per capita of population,	\$2 67	\$5 07
Expenditure per pupil (of average attendance):—		
For sites, buildings, etc.,	\$3 19	\$9 37
For salaries,	12 04	22 16
For all other purposes,	3 63	7 57
Total expenditure per pupil,	\$18 86	\$39 10
Per cent. of total expenditure devoted to:—		
Sites, buildings, etc.,	16.9	24.0
Salaries,	63.8	56.7
All other purposes,	19.3	19.3
Average expenditure per day for each pupil (in cents):—		
For tuition,	8.4	11.9
For all purposes,	13.2	21.0

Massachusetts in the General Statistics of the Country. — The number of children in Massachusetts between five and eighteen years of age is taken from the census of 1890, and the number

of such children enrolled in Massachusetts is estimated, since the Massachusetts count of pupils within specific age limits stops with the number between five and fifteen.

The per cent. of the total population enrolled in the public schools is less for Massachusetts than for the United States (being a little over 18 per cent. for the former and a little less than 21 per cent. for the latter). This is because (1) Massachusetts has a smaller number of children to every 100 persons of the population than any other State in the Union east of the Rocky Mountains, New Hampshire excepted (23 per hundred, very nearly, in Massachusetts, as opposed to 30 per hundred, very nearly, in the United States); and (2) because Massachusetts has more private school pupils relatively than any other State, Rhode Island and Connecticut excepted (nearly 14 per cent. of the total public and private school enrolment for Massachusetts, as opposed to about 8 per cent. for the United States).

The proportion of the children between five and eighteen who are enrolled in the public schools is greater for Massachusetts than for the country at large. So also the ratio of the daily attendance to the entire enrolment is higher for Massachusetts than for any other State, Illinois excepted.

The average length of the school year is higher for Massachusetts than for any other State, Rhode Island and Connecticut excepted; and the average number of days attended by each pupil in the total enrolment of Massachusetts is the highest, without exception, in the United States.

With the exception of New Hampshire, no other State employs so small a proportion of male teachers as Massachusetts (only 9 per cent., as opposed to 32 per cent. for the country). Indeed, it is a serious question whether the State has not gone altogether too far in this disproportion. Is it not, however, an indication of increased power in the women teachers of Massachusetts, on the one hand, and of increased docility and refinement in the boys and girls of Massachusetts, on the other, that the schools of Massachusetts are, on the whole, so efficiently managed, in spite of this disproportion? The proportion of male teachers in Arkansas is nearly 64 per cent., the highest in the Union; in Alabama, 63 per cent.; in West

Virginia, 60 per cent. ; in Tennessee, 56 per cent. ; in North Carolina, 51 per cent. In the teaching force of Massachusetts, in the early years of the nineteenth century, the men far outnumbered the women. By 1840, the situation was reversed. Even then the percentage of men was as high as 40. In our earlier popular thought women lacked the physical strength needed to govern the hard schools and the intellectual attainments needed to teach the older pupils. The preponderance of men in a school system, at least in the United States, would seem to indicate an earlier and cruder evolutionary stage. Whether the preponderance of men in an old, highly elaborated and prosperous school system, like that of Germany, is to be so interpreted, is another matter.

When it comes to the wages of teachers, no State pays its men better than Massachusetts, the average monthly pay exceeding by \$32.87 the highest pay in any other State. Illinois, Colorado, Nevada and California, however, pay women higher wages than Massachusetts, California paying the highest of all, — \$64.55 per month.

In school property Massachusetts stands conspicuously first, no other State showing so large a valuation relatively for its number of schoolhouses. With only one seventieth of the schoolhouses in the country, Massachusetts has one thirteenth of the schoolhouse valuation. Indeed, there are only four States in the Union that have absolutely larger valuations: New York, 11,883 schoolhouses, valued at \$71,832,511; Pennsylvania, 14,666 schoolhouses, valued at \$48,917,003; Illinois, 12,740 schoolhouses, valued at \$43,705,943; and Ohio, 13,114 schoolhouses, valued at \$41,428,289; as against Massachusetts, with 3,395 schoolhouses, valued at \$39,077,405. In other words, each Massachusetts schoolhouse averages in valuation \$11,510. The next highest average in the Union belongs to New York, — \$6,045. The fact that Massachusetts' population is more largely urban than that of any other State, Rhode Island excepted, and that cities build more solidly and elaborately than rural communities, largely explains Massachusetts' lead in school buildings. If there were a more even distribution of this school property in Massachusetts, it would be matter for greater gratification.

Massachusetts in the Financial Statistics of the Country.—Massachusetts raises more money per tax payer, *i.e.*, per each adult male, for all school purposes than any other State (\$17.06, as against \$16.64 for Utah, the next highest, and \$10.07 for the country); also a larger percentage of money from local taxation than any other State (98 per cent., as against 94 per cent. for Wyoming, the next highest; 2 per cent. for North Carolina, the lowest; and 67 per cent. for the country). To bring out somewhat sharply the unjustifiable extreme to which Massachusetts has permitted herself to go in keeping upon a local basis almost the entire burden of a school system whose cost is far more dependent on State requirement than local action, these two facts, already given, need to be placed side by side and pondered:—

1. Massachusetts shows, with a single exception, the highest urban development in the Union. The draft of such development upon the rural towns is beyond estimate, and the resultant extremes of ability and inability to maintain reputable schools are painful to contemplate.

2. And yet, in spite of this enormous urban development and its far-apart extremes of great local resources and scant, the State practically compels the scant local resources to carry double, quadruple, sextuple and even octuple the burden of taxation for schools carried by the great; and even then the heavier burden has usually to put up with the inferior school.

In brief, with stronger reasons than any other State for equalizing somewhat the school burdens of its municipalities, Massachusetts is yet farthest removed from any equalizing policy. The State in its school legislation sees no reason in the poverty of a town why its children should not have as good schooling as those of the most favored town. The State, in fact, sets up this ideal,—equal school privileges for all. Let it, then, squarely meet an important consequence of this ideal,—the duty of lending a helping hand to such towns as its ideal overburdens. In this connection, the second series of graduated tables in the Appendix, pages civ–cvii, will be found instructive. There is West Boylston at one end of the list, raising \$10.12 per thousand dollars for schools, and Gosnold at the other end, raising only 44 cents per thousand, the former raising twenty-

three times as much as the latter; and yet, astonishing to say, the State contributes out of the school fund \$300 to Gosnold with its single school, while it contributes only \$341.71 to West Boylston with its 15 schools! Nor is this an insulated curiosity in the working of the State's present policy of aiding certain towns. This second series of graduated tables shows that there are 286 towns and cities each of which raises more per thousand dollars than \$3.10, which is the average for the State, and 67 towns and cities each of which raises less than \$3.10; and yet 46 of these 67 towns whose school tax is below the average are assisted by the State, while 76 of the 286 towns whose school tax is above the average are not so assisted. Without hastily concluding that the State's contributions of aid to the towns are so erratic and questionable as the foregoing statement makes them appear, it is at least pertinent to inquire whether a system of distributing the income of the school fund once deemed fairly equitable has not outgrown its equity and lost some of its usefulness.

If towns abundantly able to maintain their schools on a basis of school taxation equal to the average of the State—a basis even then lower than that for 81 per cent. of the towns—are nevertheless aided by the State, what becomes of that high local sense of self-reliance which the State would encourage for the welfare of the schools? There are two factors that determine what the towns now receive from the school fund: one is small valuation; the other, the high ratio of the school tax to the total. But small valuation is by no means a necessary sign of inability to maintain good schools. It all turns on whether that small valuation must support few schools or many. Nor is the high ratio of the school tax to the total a necessary sign. Here again it all turns on whether the total tax is a large percentage or small of the total valuation.

In expenditure per pupil for all school purposes, Massachusetts leads the country as a whole, its expenditure (\$39.10) being more than double that of the country (\$18.86); and it leads all the States in detail except Nevada, whose expenditure is \$40.87.

In the daily expenditure for each pupil of the average attendance, Montana, Wyoming and Nevada surpass and Colorado

equals Massachusetts, while the remaining 38 States fall behind her.

It must not be inferred, however, that Massachusetts, because she expends on the whole so much more for her schools than other States, carries the heaviest school burdens in the country. On the contrary, 35 States in the Union, as well as the Union as a whole, would carry heavier burdens for their schools than Massachusetts if they were to expend as much per child thereon. The commissioner of education has determined for each State, as well as for the United States, just what amount of money is required from each adult male to raise \$1 of the amount expended for each child's schooling between five and eighteen years of age. This amount for Massachusetts is only 77 cents, while for South Carolina, Mississippi, North Carolina and the rest of the 35 States the amounts are respectively \$1.81, \$1.75, \$1.67 and so on. This is because in Massachusetts there are 130 adult males to every 100 children between five and eighteen years of age, while in South Carolina, Mississippi and North Carolina there are only 55, 57 and 60 adult males respectively to every 100. That is to say, these States have relatively more children to school than Massachusetts; and this fact alone, were they to expend as much per child as Massachusetts, would give them burdens that would hopelessly bankrupt them. Now, add the fact that Massachusetts as a State is wealthy, while these States are poor, and the astonishing vantage ground of Massachusetts, so far as ability to pay for her schools goes, stands out in the boldest of relief. And so one is led to think that what poor school districts are to rich ones in the town, what poor towns are to rich ones in the State, so poor States are to rich ones in the nation. In each case the poorer party may pay the higher tax and yet receive the inferior benefit. This is right when the welfare of neither party is involved in that of the other, and when taxation for such welfare is not dependent on united action but is, in a sense, voluntary. It is wrong when the welfare of both parties is jointly involved, and when taxation for such welfare is determined by united action and so is, in a sense, compulsory.

Now, the education of the children is emphatically, both by

universal conviction and by the most positive terms of law, a common interest. A patriotic regard for this interest has already abolished the school district system, the richer districts thus acknowledging their obligations to the poorer. It cannot be long before the State, in the same spirit, will rectify the disproportionate school burdens its legislation is putting upon the towns. And it may yet be seen to be the nation's duty to make a beginning, at least, in reducing the grosser inequalities of school privileges that darken some of its States and Territories.

RESOLUTIONS AND REPORTS RELATING TO EDUCATIONAL CONDITIONS.

The progress and present attitude of thought on the part of those who study the educational needs of the times may be gathered from the reports and resolutions of various organizations. These reports and resolutions usually express convictions that have been gathering strength for years. To win public attention to any measure of promise for the schools, it is often necessary to keep that measure before it for many years. Some of the measures advocated by Horace Mann and admitted by intelligent people to be eminently desirable have yet to receive full and final endorsement from our conservative people. In his first annual report, in 1838, Mr. Mann said, for example:—

The State employs annually in the common schools more than three thousand teachers, at an expense of more than \$465,000, raised by direct taxation. But they have not one thousandth part the supervision which watches the same number of persons having the care of cattle or spindles or of the retail of shop goods. Who would retain his reputation, not for prudence, but for sanity, if he employed men on his farm or in his factory or clerks in his counting room month after month without oversight and without inquiry? In regard to what other service are we so indifferent where the remuneration swells to such an aggregate?

Mr. Mann had learned, as a result of his inquiries, that in not more than 50 or 60 towns out of 305 had there been any pretence of a compliance with the law requiring school committees to visit their schools. Supervision has vastly improved since then, but even now there is here and there a town, it is

to be feared, where Mann's indignant words would fail to arouse the sleepers.

Report of the Legislative Committee of the New England Association of School Superintendents.—The following report is intended for all the New England States. Some of its recommendations refer to measures upon which Massachusetts has already acted. Among them are a few, doubtless, that are more pressing for other States than for Massachusetts.

BOSTON, MASS., NOV. 10, 1899.

The committee on legislative enactments, elected by the New England Association of School Superintendents, begs to submit the following report:—

Recognizing the fact that the stable population of the New England States is bound together by the common ties of ancestry, history and religion, that the conditions and environment of these States are similar, that their graded and rural school problems are the same and that their aims and purposes are one; therefore, in order to erase the legislative provincialisms of individual States, to unify their forces, to secure greater uniformity and comity, we recommend as follows:—

1. *The Qualifications, Employment and Examination of Teachers.*—The ideal teacher is both born and made: born sound in body, clear in intellect, quick in sympathies, vigorous in will; made sound in character, broad and accurate in scholarship, neat in person, the possessor of professional knowledge, ideals and skill.

School authorities should demand that those who would assume the teacher's responsibilities in common schools shall possess such natural endowments as insure aptitude for the teacher's calling, such attainments in scholarship as a four years' course in the secondary school brings, and such professional training as the normal schools and the training schools offer.

It should be one of the special functions of the superintendent to discover well-equipped teachers and to recommend their election. This is the most valuable service he can render the schools. Therefore, it is recommended that legislation be so effected as to make nomination by the superintendent necessary to the election of any candidate, thus protecting the schools against inferior service.

It is further recommended that the examination and certification of all teachers be taken from local authorities and entrusted to State officials, to the end that service of uniform excellence may be insured, as far as possible, to all schools.

2. *Supervision.*—Recognizing the absence of active and intelli-

gent oversight in the greater portion of the rural districts of the New England States, with the exception of Massachusetts, and recognizing the superlative need of skilful supervision, we urgently recommend that the various States not yet provided with a uniform and operative supervisory law make requisite legal provisions therefor, that the towns in the rural sections be combined into districts, and that sufficient State aid be granted to secure adequate ability for the duties to be performed.

3. *School Attendance.* — It is recommended that the following points be compassed by legislative enactment : —

(1) That the compulsory age of school attendance begin when the child becomes seven years old and continue until he is fourteen.

(2) That no child under sixteen years of age, unable to read and write the English language, be employed in any mill, factory, or at any hired labor during the sessions of the public schools.

(3) That the compulsory school year be the full school year of the municipality, and that all cities and towns maintain a minimum of thirty school weeks each year.

4. *Support of the Public Schools.* — This association notes with approval the movements made in certain New England States to increase the amount raised by State taxation for the support of the public schools.

It believes that education is the function of the State, originally delegated to the municipalities under conditions that made their burden of taxation substantially equal.

It believes that the present unequal concentration of wealth and population has produced grievous inequalities, and recommends that proper legislation be enacted for their removal.

5. *Graded School Problem.* — The general plan of school grading, although there are various modifications, is to classify all the pupils below the high school into eight or nine grades of one year each.

The disadvantages of this system are shown (1) in a tendency to the formation of too large classes, consequently (2) in the neglect of the special needs of individual pupils, (3) in the suppression of the bright and talented, and (4) in the over-stimulation of the dull ones. Therefore we would recommend smaller classes, shorter intervals between promotions, and a more careful recognition of the physical as well as the intellectual qualifications of the pupils.

6. *Rural School Problem.* — The exodus from towns to cities and the diminution in the size of families have been prolific of small schools. The rural school problem consists in the multiplicity of classes and the small attendance. The real advantage of the rural

school should be the amount of the individual instruction afforded; but the multiplicity of classes dissipates a teacher's time and energies, and the number in attendance occasionally is so small that subjective class instruction fails to supplement the individual instruction of the teacher.

Therefore, it is recommended that, unless extraordinary conditions prevent, all schools of an average attendance of eight pupils or less be closed; that transportation, with State aid therefor, be furnished to pupils thus compelled to travel unreasonable distances; and that the work be so arranged and the pupils so classified and graded as to minify the number of recitations per day usually obtaining in ungraded schools.

Each item of the foregoing is based upon successful experience in some one of the States; but, that there may be brought to all the highest productive agencies for the improvement of the individual and society, and that there may be bequeathed to future generations the priceless legacy of a safe and sound system of education, legislation along the lines specified is earnestly urged upon States that are defective or weak in any particular.

MASON S. STONE, *Montpelier, Vt.*,
W. B. FERGUSON, *Middletown, Conn.*,
T. M. BALLIET, *Springfield, Mass.*,
I. C. PHILLIPS, *Lewiston, Me.*,
J. C. SIMPSON, *Boston, Mass.*,
F. E. MCFEE, *Woonsocket, R. I.*,
Committee on Legislative Enactments.

Resolutions of the Massachusetts Teachers' Association.—

The resolutions adopted by the Massachusetts Teachers' Association at its annual meeting in 1899, so far as they refer to educational measures or principles, are the following:—

2. *Resolved*, That as an association we reaffirm our declaration of last year in favor of fixing by law a minimum requirement of qualifications for teaching in the public schools of the State, and of the State's bearing the additional expense of carrying into effect such requirement without lessening local effort or local taxation for school purposes.

3. *Resolved*, That supervision of the schools by superintendents, such as is exercised over more than nine tenths of the schools of Massachusetts, should be extended by law so as to include in its operation all of the schools of the Commonwealth.

4. *Resolved*, That tenure of office during good behavior and efficient service should be given to all superintendents and teachers whose scholarship and professional ability are assured by successful experience.

5. *Resolved*, That the good effect of recent legislation respecting school attendance and truancy is recognized, and that, for the better enforcement of such legislation, provision should be made for the appointment of a special school attendance officer or officers, to act under the direction of the State Board of Education.

6. *Resolved*, That we cordially approve recent efforts to meet the needs of individual pupils by the use of adaptable courses of study, by an elastic plan of promotions, by a liberal allowance of electives in the high school and higher grades of the grammar school, and by a reduction in the number of pupils to a teacher.

7. *Resolved*, That we favor the bringing together into close relation and co-operation all educational agencies, including the church, the school, the home, the press and the public library, to the end of helping children to discover and realize the best that they are capable of being.

8. *Whereas*, A movement for a cheap library post has been undertaken by persons interested in library and educational progress, whereby library books from public and incorporated libraries may go by mail at second-class rates, one cent a pound, or at cost, —

Resolved, That the Massachusetts Teachers' Association hereby expresses its sympathy with said movement, believing that it will make libraries more accessible both in cities and for non-library towns by securing connection with central libraries by a delivery system, and that it will bring into better relations the postal and library systems of the United States, with advantage to both and to the whole people.

Resolutions of the Farmers' National Congress. — At the last annual meeting of the Farmers' National Congress, held in Boston, Oct. 3–13, 1899, the following resolution was adopted : —

Whereas, The State regards children as its wards for the purpose of education, and compels attendance in schools as the surest means of perpetuating republican institutions, thus educating the child for the good of the State rather than for the good of the child, thereby making it the duty of the State to furnish this education; and

Whereas, The limited wealth of the rural sections per school child makes the burden of education two or three times as costly to the tax-

payer for a far less complete education than is furnished in cities, thus violating the cardinal principles of justice; be it

Resolved, That we request the several States to support in a greater degree the public school system, and we hereby pledge our best endeavor to secure such State aid.

The statement in the first “whereas,” that the State seeks to educate the child for the State’s good rather than the child’s, is unfortunate in its suggestion of an antithesis that does not exist. The true thought, and probably the one really entertained by the congress, is that the child’s good and the State’s good harmonize; that what best promotes the one promotes the other. The State does, indeed, primarily consult its own good, but that involves the child’s as well.

Resolutions of the Massachusetts State Grange.—The Massachusetts State Grange, at its annual meeting, held in Lowell, December 12, 13 and 14, adopted the following resolutions:—

Whereas, The residents of rural communities desire for their children better educational opportunities than can now be afforded, and believe them to be entitled to as good advantages as are enjoyed by children in any part of the Commonwealth; and,

Whereas, Many excellent citizens are annually lost to such communities by reason of their removal for the purpose of securing the desired educational advantages for their children; and,

Whereas, These communities are not able by local taxation to support good high schools, or to retain able and well-qualified teachers in their common schools, or to provide the skilled supervision necessary for the successful direction of the schools; and,

Whereas, We recognize with gratitude that the State has done much to overcome these difficulties and advance the cause of education in the country towns by State aid to towns uniting to employ superintendents, by State help to towns of less than \$350,000 valuation in the payment of salaries to teachers of exceptional ability, by the State’s payment of the high school tuition of the children of towns having less than \$500,000 valuation, and by the distribution of the income of the school fund; therefore, be it

Resolved, That legislation should be enacted by the next General Court, extending and strengthening these wise laws which have proven so beneficial in practice, by making permanent,—

1. Skilled supervision of schools throughout the State.

2. Sufficient State aid to enable needy rural towns to secure teachers not inferior in ability and qualifications to those employed in large towns and cities.

3. High schools sufficient in number, and so located that, without too great hardship, the children of rural communities shall be within reach of their advantages.

Resolved, That, for the accomplishment of this much needed legislation, we request all subordinate granges to urge members of the Legislature to support a bill framed to secure superintendence, aid to teachers and extension of high school privileges specified in the foregoing resolution.

Educational Progress and Outlook in Massachusetts.—From an interesting and discriminating report upon the school situation and outlook in Massachusetts, prepared for the Massachusetts Teachers' Association by S. T. Dutton, superintendent of the Brookline schools, Miss Gertrude Edmund, principal of the Lowell Training School, and Eugene Bouton, superintendent of the Pittsfield schools, and accepted by the association, the following extract is taken :—

The quality of the men and women who instruct is of first consequence. As the respect and dignity attaching to the profession of teaching becomes enhanced, we see an increasing number of strong, liberally educated persons anxious to enter its ranks. Organized facilities for superior pedagogic training give ground for present encouragement and are a hopeful prophecy for the future. Harvard University has more than one hundred students pursuing courses in the department of education. Clark University and the Institute of Technology offer Saturday lectures of a high order which should be of great value to teachers. The wise action of Wellesley College in offering courses in pedagogy is an example to other colleges for women, which, it is hoped, may soon be followed.

There is abundant evidence that the excellent normal schools of the Commonwealth are not standing still. The policy of admitting only high school graduates has been initiated with success, and important changes have been made in the curriculum which insure a more thorough-going and vitalized treatment of the teaching problem. Model and practice schools have become a feature of the training work, so that child study, teaching and school management in all their various phases may receive adequate attention. A broader discrimination and a wider discernment in the treatment of children are sure to characterize the future graduates of these schools.

The training schools of several of the larger cities have been reorganized, with a view of making them as nearly equal in standing and excellence to the normal schools as possible.

Mention might be made of the many opportunities offered teachers now in service to continue professional study; as, for example, public meetings, the departmental work of the New England Conference of Educational Workers, the Saturday morning lectures under the auspices of the Twentieth Century Club, similar courses in other cities, as in Worcester, Pittsfield, Springfield, Fall River and New Bedford, and such local societies and clubs as hold meetings for the discussion of educational questions.

It would be gratifying to your committee were it possible to state that the majority of the teachers in the Commonwealth possess a professional spirit and are close students of education, that in self-culture and in professional growth there is little to be desired. We fear, however, that this statement could not be safely made. In every town and city there are to be found a few, perhaps one fourth or one third of the whole number, who are keenly alive to the privileges and duties of the teacher's calling. They read educational books and papers and are eager to participate in meetings and institutes, and what is accomplished in their schoolrooms becomes widely known and appreciated. Those who compose the able body of superintendents and supervisors now employed in Massachusetts can have no more worthy aim than to arouse in all teachers a spirit of investigation and study, so that teaching may be elevated from the domain of humdrum and routine to that of a fine art. However well trained and cultured are those who are newly admitted to the profession, the highest end is not accomplished until every teacher becomes an humble and docile seeker after truth and grows daily in wisdom and skill.

At a recent meeting of the Massachusetts Association of School Superintendents considerable time was devoted to the matter of qualifications of teachers, and resolutions were passed looking to more care in this direction. The subject of commercial education in the high schools was also discussed, and it is worthy of note that attempts in this direction are being made on broader lines than was formerly the case. It appears to be a current notion that it is possible to introduce the student to many problems of commercial life without unduly narrowing his education and unfitting him to meet successfully such choices and opportunities as may come to him.

All who have to do with elementary education at the present time have no easy task in trying to harmonize the claims of the nutritive

and the culture subjects with those of the narrower and more conventional studies. On the one hand we have physical training, manual or motor training, nature study, geography, history, literature, art and music, and on the other the school arts, number, writing, spelling, reading and formal language. There has been more or less competition between these two sets of studies, resulting, we fear, to the advantage of the "three R's." Wherever the culture subjects have been given in the schools, the place which the best authorities approve, there has resulted on the part of parents a certain degree of unrest, not to say dissatisfaction. The truth that education in its early stages is a process of nutrition, a gradual awakening and growth, is but poorly understood; neither does the average person appreciate the advantage of experience in the school arts when gained in connection with culture studies. It seems to us of much less consequence, at the present time, that the general public understand and appreciate the nature and aims of modern education than that those to whom is entrusted the sacred duty of organizing and directing our schools and those to whom the children are actually committed should be willing to stand manfully and courageously for what they believe to minister to physical, moral and intellectual health. While a wide conservatism which proceeds deliberately and cautiously is justifiable, any failure to deal positively with issues so vital to the welfare of the young, whether it be through ignorance or timidity, is not likely to end in the most genuine popularity.

In this connection there are several lines of effort which cannot be too strongly emphasized:—

(a) We have already mentioned it,—the need of a high professional spirit on the part of teachers, which contributes to their own self-culture, refines and elevates their teaching and commends their work to the intelligent public.

(b) The education of fathers and mothers to a broader view of present problems. Wherever parents and teachers are brought into conference, it becomes possible to discover that unity which justly belongs to the education of the school, the home and the community, and to secure such co-operation as prevents wasted energy and imparts strength and confidence to all workers.

(c) It is encouraging to note that more attention is given to home study, its kind, amount and method of treatment. To so organize this phase of the school life as not to create panic or depression in the home, but rather enthusiasm and pleasure, is a most worthy end.

(d) The physical tone of pupils of every grade should be conserved by games and physical exercises, taken out-of-doors when the

weather permits; athletic sports, properly supervised; and by such distribution of work in the schoolroom as permits of relief through variety, as well as of quiet study hours under right conditions. The highest skill should be employed in the selection, the grouping and the correlation of topics. For example, nature study should be a broad and intensive study of interesting forms of life, rather than an attempt to deal thoroughly with any branch of science. Wherever geography is taught, history should be added, so that students may gain a reasonable acquaintance with the historic landmarks of the centuries. This should include something of the history and the progress of art, and all this instruction should be made as objective as possible. In no other way can the capacity of the mind to absorb and assimilate real truth be utilized. Even spelling becomes of vital interest, when the growth of words and the ideals they represent are brought into prominence.

(e) The recent State exhibition of drawings was happily conceived and wisely managed. It revealed surprising progress in the representation of nature through the medium of color. The exhibit was largely wanting in constructive drawings. Objective drawings of all sorts in light and shade and color showed remarkable progress. Drawing as a means of expression in connection with other studies was an interesting part of the exhibit. In decorative design there was marked improvement, but in conventional design progress was less apparent. The work sent from high schools was not commensurate in quality with the exhibit as a whole. Those most competent to judge regarded the exhibit as interesting and promising.

(f) The successful attempts made to organize vacation schools are mentioned here as one evidence of the enlarged consciousness on the part of good people of the needs of that large class of children who remain at home during the vacation season, and who, if left entirely to themselves, fall into habits and tendencies detrimental to their whole life. Such philanthropy as has been practised in Cambridge, in Boston and in other places, in connection with the vacation schools, is a new witness to the progress of humanity.

The report closes with comments on what it calls an "ill-advised" effort to increase the stringency of the law requiring scientific instruction in temperance, and with expressions of satisfaction that the effort failed.

Resolutions and Reports of Other Organizations.—The American Institute of Instruction, one of whose valuable reports is given in the Appendix, the National Educational Asso-

ciation, and State and county organizations of teachers, farmers, granges, women and so on, without end, show a remarkable unanimity in their formulation of the grander needs of the schools; and in their recommendations of general lines of advance they generally agree with those just given.

Recommendations of the Secretary. — The recommendations of the secretary divide themselves, as heretofore, into two groups, one relating to details of administration and the other to general policies. In the first group are the following:—

1. An increase in the clerical and messenger appropriation for the office from \$2,000 to \$3,000.

2. An appropriation of \$3,000 for State institutes, in accordance with the amount specified in chapter 42 of the Public Statutes, and the repeal of the section restricting the expenditure for a single institute to \$350.

3. An increase of \$200 in the appropriation for census books, school registers and blanks for school returns.

4. A consideration of the expediency of so amending the sworn certificate in the annual returns of the school committee as to make it contain all the expenditures for schools except expenditures for buildings, alterations and repairs.

All of the recommendations relating to administrative details made last year by the secretary were adopted by the Legislature.

In the second group are what may be called standing recommendations. They have been repeatedly made in past years, and are as sound to-day as ever.

These standing recommendations relate chiefly to legislation in behalf of the following policies:—

1. That of a more vigorous and general enforcement of the school attendance laws by means of State attendance officers.

2. That of requiring some minimum of professional preparation from new teachers appointed after a certain date.

3. That of requiring the supervision of all schools by superintendents specially appointed for the purpose.

4. That of insisting on good schooling everywhere, without reference to local ability to meet the necessary expense thereof, and of providing adequate State help to towns whose local efforts need to be supplemented for the purpose.

It may be said, as last year, that, as to the first policy,

Connecticut can give us some excellent points; that, as to the second, we can learn of New York; that, as to the third, our policy of supervision is thus far the best in the Union, and needs only to be clinched by making it universal; that, as to the fourth, Massachusetts leads the Union in basing the support of public schools on local taxation,—a principle so favorable to sturdy development that she must never abandon it; but in granting State help to the schools she is behind most of the States of the Union,—so far behind, indeed, that, though she has some of the best schools in the land, there still linger within her borders some of the poorest. The third recommendation, in particular, merits an early consideration of the Legislature. The employment of a good superintendent has much to do with improving the teaching force, and not a little with enforcing the attendance laws, and so may be regarded as contributory to the policies indicated in the first and second recommendations. As to the fourth recommendation, the factors to be considered seem to the secretary so numerous and involved that he cannot see how they can be handled with the fullest intelligence and wisdom without a careful investigation and presentation of them by persons specially authorized to make them. These factors are mentioned in the sixty-second report of the Board, pages 130–132.

The Consistency and Unity of the Views held by Past Secretaries.—I take the liberty of repeating here what I said last year about the consistency and unity of the views of my distinguished predecessors. The Massachusetts educational ideals of the last sixty years should be frequently set before the people, “lest they forget.” Mann, Sears, Boutwell, White and Dickinson were not five men with five codes of educational principles, but five men with a single code. There are no harsh discords in their fundamental notes. The concord comes, not because of a set purpose to hang together regardless of convictions, but because of a sturdy grasp by each of the spirit, the aims and the needs of the Massachusetts school idea. If five men interpret that spirit correctly, formulate those aims and diagnose those needs successfully, they are pretty likely to agree, subject to changing conditions, upon the grander features of an educational policy. Consequently, these men never

wavered in urging principles and policies of which the following, gathered in a casual turning of the leaves of their reports, may serve as illustrations:—

1. Education is more than an individual, family or school district interest,—it concerns the town and the State.

2. The schools do not exist to furnish places for the relatives and friends of the appointing power or for the residents of a locality,—they exist for the welfare of the children and the community.

3. The supreme need of any school is that of the thoroughly competent and wise teacher.

4. No pains should be spared by the State to train teachers for their responsible work.

5. School buildings should be the highest expression of sanitary and educational wisdom, as well as of civic pride.

6. The avenues of ascent through the schools, even to the college doors, should be open and free to the poorest child. Secondary as well as elementary education should therefore be fostered.

7. The prosperity of the State, materially, politically, morally, is vitally related to the prosperity of the schools.

8. It is the right of children to have their childhood reserved for its natural employments,—play, recreation, schooling and such lighter forms of work as children can do without loss of childhood's privileges. Thrusting them prematurely into factory life or any life akin to that is an abuse of children and an injury to the State not to be tolerated.

9. Habitual absenteeism or truancy works harm both to the child and to the State and should be stopped.

10. The smallest and poorest towns should have good schooling as well as the largest and wealthiest.

11. The State should insist in its laws on such schooling.

12. The main dependence of the schools for support should be local taxation.

13. Where local taxation goes as far as it ought and yet fails to provide money enough to insure good schools, the State should aid in securing the needed efficiency.

14. By as much as human minds and souls transcend in value the products of human hands, by so much does the need

of the schools for competent supervision transcend the need of the factory. No sane corporation would let its workshop drift, and no sane community should let its schools drift, without a directing and unifying head.

And so the list might be extended. The present secretary renews his affirmation of last year, that there is not one of the foregoing principles or policies to which he does not heartily subscribe. There is not one of them which has not, in some shape or to some extent, been realized in practice; not one which has not, in some shape or to some extent, been violated in fact; not one of them, therefore, which the people can afford to drop from earnest thought and ignore.

FRANK A. HILL,
Secretary.

FINANCIAL STATEMENTS.

MASSACHUSETTS SCHOOL FUND, 1899.

Cash on hand Jan. 1, 1899,	\$94,521 12	
Income for 1899,	208,462 61	
	<hr/>	
Total,		\$302,983 73
Paid towns in 1899,	\$105,101 31	
Paid educational expenses in 1899,	104,231 80	
	<hr/>	
Total,		209,332 61
Cash on hand Dec. 31, 1899,		\$93,651 12
Amount to be paid towns Jan. 25, 1900,		\$93,651 12
Principal of the Massachusetts school fund Dec. 31, 1899,		4,270,548 14

The income of the Massachusetts school fund is disposed of in accordance with the provisions of the following law : —

SECTION 1. One half of the annual income of the school fund of the Commonwealth shall be apportioned and distributed, without a specific appropriation, for the support of public schools, and in the manner following, to wit : — Every town complying with all laws in force relating to the distribution of said income and whose valuation of real and personal estate, as shown by the last preceding assessors' valuation thereof, does not exceed one half million dollars, shall annually receive three hundred dollars, *provided*, that any such town for any year in which its rate of taxation shall be eighteen dollars or more on a thousand dollars shall receive fifty dollars additional; every such town whose valuation is more than one half million dollars and does not exceed one million dollars, shall receive two hundred dollars; and every such town whose valuation is more than one million dollars and does not exceed two million dollars, shall receive one hundred dollars; and every such town whose valuation is more than two million dollars and does not exceed three million dollars, shall receive fifty dollars. The remainder of said half shall be distributed to all towns whose valuation does not exceed three million dollars

and whose annual tax rate for the support of public schools is not less than one sixth of their whole tax rate for the year, as follows : — Every town whose public school tax is not less than one third of its whole tax shall receive a proportion of said remainder expressed by one third ; every such town whose school tax is not less than one fourth of its whole tax shall receive a proportion expressed by one fourth ; every such town whose school tax is not less than one fifth of its whole tax shall receive a proportion expressed by one fifth ; and every such town whose school tax is not less than one sixth of its whole tax shall receive a proportion expressed by one sixth. All money appropriated for other educational purposes, unless otherwise specially provided, shall be paid from the other half of said income. If the income in any year exceeds such appropriations the surplus shall be added to the principal of said fund.

It will be noticed that the distribution of so much of the income as goes to the towns is based on two considerations : —

1. The valuations of the towns, — those towns having the lowest valuations receiving the largest amounts, and those having the highest valuations, provided they fall below \$3,000,-000, receiving the smallest amounts.

2. The relation of the school tax to the total tax, — those towns in which this ratio is the largest receiving the most help, and those in which it is the smallest receiving the least.

Certain sums are given outright to the towns, in accordance with the former principle. The rest of that moiety of the income available for such distribution is divided among the same towns, under the latter principle.

The following statement exhibits the application of the former principle : —

	No. of Towns.	Amount allowed Each.	Totals.
1. Under \$500,000,	83	\$300	\$24,900
2. Under \$500,000, with tax rate above \$18,	20*	50†	1,000
3. Between \$500,000 and \$1,000,000,	75	200	15,000
4. Between \$1,000,000 and \$2,000,000,	62	100	6,200
5. Between \$2,000,000 and \$3,000,000,	32	50	1,600
Totals,	252	—	\$48,700

* Included under the 83 towns of group 1.

† In addition to \$300.

Under the second principle, eligible towns are to receive shares in the amount to be distributed represented by the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{6}$ respectively, or, if reduced to a common denominator, by the fractions $\frac{20}{60}$, $\frac{15}{60}$, $\frac{12}{60}$ and $\frac{10}{60}$ respectively, according as these towns belong in the several classes to which the fractions refer. That is to say, 4 representative towns belonging respectively to the four classes mentioned would receive in the aggregate an amount represented by the sum of these four fractions, or $\frac{57}{60}$. Consequently, 40 towns of the first class would receive 40 times $\frac{20}{60}$, or $\frac{800}{60}$; 125 towns of the second class, 125 times $\frac{15}{60}$, or $\frac{1875}{60}$; 55 towns of the third class, 55 times $\frac{12}{60}$, or $\frac{660}{60}$; and 20 towns of the fourth class, 20 times $\frac{10}{60}$, or $\frac{200}{60}$. All of the towns in the four classes, 240 in number, would receive, therefore, a total of $\frac{3535}{60}$. But the entire income of the school fund was \$94,521.12, of which \$48,700 was distributed under the first principle, as already shown, leaving the remainder, or \$45,821.12, to be distributed under the second principle. Therefore, $\frac{3535}{60}$, which is the fractional representation of what the 240 towns are to receive, must equal \$45,821.12, which is the amount in dollars and cents the same towns are to receive. From this it follows that $\frac{1}{60}$ equals \$12.962 $\frac{2}{10}$; $\frac{20}{60}$, what each town of the first class receives, equals \$259.24; and $\frac{800}{60}$, what the 40 towns of the first group receive, equals \$10,369.60. In like manner, the amounts are worked out for the other classes.

The following statement exhibits the application of the second principle :—

SCHOOL TAX AS COMPARED WITH THE TOTAL TAX.	Number of Towns.	Amount allowed Each.	Totals.
1. Not less than $\frac{1}{3}$,	40	\$259 24	\$10,369 60
2. Not less than $\frac{1}{4}$,	125*	194 43*	24,303 87
3. Not less than $\frac{1}{5}$,	55	155 55	8,555 25
4. Not less than $\frac{1}{6}$,	20	129 62	2,592 40
5. Less than $\frac{1}{6}$,	12	—	—
Totals,	252	—	\$45,821 12

* Twelve towns receive \$194.44, instead of \$194.43.

The following statement exhibits the results of properly combining the amounts allowed under the first principle with those allowed under the second :—

TOWNS GROUPED ACCORDING TO AMOUNTS ALLOWED.	Number of Towns.	Amount allowed Each.	Totals.
Group 1,	7	\$559 24	\$3,914 68
Group 2,	7	544 43*	3,811 02
Group 3,	9	505 55	4,549 95
Group 4,	22	494 43*	11,866 84
Group 5,	2	479 62	959 24
Group 6,	17	459 24	7,807 08
Group 7,	19	455 55	8,655 45
Group 8,	8	429 62	3,436 96
Group 9,	38	394 43*	14,988 37
Group 10,	11	359 24	3,951 64
Group 11,	12	355 55	4,266 60
Group 12,	2	350 00	700 00
Group 13,	5	329 62	1,648 10
Group 14,	5	309 24	1,546 20
Group 15,	5	300 00	1,500 00
Group 16,	40	294 43*	11,777 24
Group 17,	6	255 55	1,533 30
Group 18,	16	244 43*	3,910 90
Group 19,	3	229 62	688 86
Group 20,	9	205 55	1,849 95
Group 21,	3	200 00	600 00
Group 22,	2	179 62	359 24
Group 23,	2	100 00	200 00
Totals,	252	—	\$94,521 12

* For 12 towns in all the amount apportioned each is 1 cent more.

The Treasurer and Receiver-General of the Commonwealth and the secretary of the State Board of Education are the commissioners of the fund. The condition in detail of the fund, so far as its investments are concerned, appears in the following report of the commissioners to the Legislature :—

HON. JAMES J. MYERS, *Speaker of the House of Representatives.*

SIR :—Under the provisions of section 2 of chapter 43 of the Public Statutes, requiring the commissioners in charge of the Massachusetts school fund to report annually the condition and income of the fund, the undersigned respectfully submit the following :—

Amount of the fund Dec. 31, 1898,	\$4,170,548 14
Increase of the fund during the year, under the provisions of chapter 90, Resolves of 1894,	100,000 00
Amount of the fund Dec. 31, 1899,	\$4,270,548 14

Of this amount, \$108,011.64 was in cash uninvested, and the following is a schedule of the securities in the fund:—

Abington bond,	\$3,000 00
Adams bond,	25,000 00
Amesbury bond,	70,000 00
Amherst bond,	50,000 00
Auburn (Me.) bond,	13,000 00
Avon bond,	19,000 00
Barre (Vt.) note,	12,000 00
Berkshire County note,	10,000 00
Beverly bond,	2,000 00
Beverly note,	20,000 00
Boston bond,	1,000 00
Boston & Albany Railroad bond,	1,500,000 00
Braintree bond,	37,000 00
Braintree note,	12,400 00
Bristol County note,	60,000 00
Brockton bond,	159,100 00
Brookfield note,	3,000 00
Cambridge bond,	9,000 00
Chester Fire District note,	9,000 00
Chicopee bond,	14,000 00
Clinton bond,	59,000 00
Clinton note,	7,500 00
Cohasset note,	13,600 00
Colrain note,	1,500 00
Cottage City note,	1,500 00
Danbury (Conn.) bond,	50,000 00
Danvers bond,	1,000 00
Duxbury note,	29,000 00
Easthampton note,	35,000 00
Everett bond,	53,000 00
Everett note,	6,000 00
Fall River bond,	89,000 00
Fitchburg Railroad bonds,	275,000 00
Fitchburg bond,	13,000 00
Fitchburg note,	50,000 00
Foxborough Water Supply District bond,	2,500 00
Framingham note,	15,000 00
Gloucester bond,	5,625 00
Great Barrington Fire District bond,	22,000 00
Hanover note,	2,500 00
Haverhill bond,	8,000 00
Holbrook bond,	22,000 00
Holbrook note,	22,000 00
Hull bond,	4,000 00
Hull note,	34,091 50
Huntington note,	5,500 00

Leicester Water Supply District bond,	\$25,000 00
Leominster bond,	20,000 00
Leominster note,	27,400 00
Lewiston (Me.) bond,	1,000 00
Lewiston (Me.) note,	35,000 00
Lynn bond,	233,000 00
Malden bond,	25,000 00
Mansfield bond,	3,500 00
Marlborough bond,	1,000 00
Maynard bond,	16,000 00
Maynard note,	17,000 00
Medway note,	1,400 00
Meriden (Conn.) bond,	12,000 00
Methuen note,	8,000 00
Middleborough bond,	4,000 00
Millis bond,	1,000 00
Needham bonds,	20,000 00
New Bedford bond,	13,000 00
New Britain (Conn.) bond,	65,000 00
New Hampshire bond,	2,000 00
New London (Conn.) bond,	9,000 00
Newburyport bond,	28,000 00
Newton bond,	7,000 00
North Adams note,	25,450 00
North Attleborough bond,	97,000 00
North Attleborough Fire District bond,	15,000 00
North Brookfield note,	10,000 00
Orange bond,	15,000 00
Provincetown bond,	48,000 00
Quincy bond,	43,000 00
Quincy note,	15,000 00
Randolph bond,	10,000 00
Reading bond,	10,000 00
Rehoboth note,	5,000 00
Revere note,	27,220 00
Russell note,	2,500 00
Saugus note,	10,450 00
Scituate note,	10,000 00
Sharon bond,	5,000 00
Sharon note,	5,000 00
Somerset note,	15,000 00
Somerville bond,	22,000 00
South Hadley note,	9,600 00
South Hadley Fire District note,	44,500 00
Stoughton bond,	51,000 00
Sturbridge note,	1,000 00
Swampscott note,	13,500 00
Tolland note,	3,000 00
Turner's Falls Fire District bond,	10,000 00

Uxbridge bond,	\$27,000 00
Waltham bond,	2,000 00
Waltham note,	25,000 00
Warren note,	3,600 00
Watertown bond,	5,000 00
Watertown note,	10,000 00
Waterville (Me.) bond,	20,000 00
Webster bond,	23,000 00
Westborough note,	2,800 00
Westfield bond,	5,500 00
Westford note,	3,500 00
West Newbury note,	800 00
West Springfield bond,	13,500 00
Weymouth note,	29,000 00
Whitman bond,	5,000 00
Wilmington note,	17,000 00
Winthrop note,	9,500 00
Woonsocket bond,	7,000 00
Total,	\$4,162,536 50

The following shows the amount of the principal of the school fund as it stood at the close of each of the past nine school years, and the income for the same years : —

YEAR.	Principal.	Income.
1891,	\$3,655,761 85	\$138,625 68
1892,	3,655,761 85	167,229 55
1893,	3,670,548 14	167,258 23
1894,	3,770,548 14	167,210 54
1895,	3,870,548 14	172,729 65
1896,	3,970,548 14	175,165 64
1897,	4,070,548 14	189,808 71
1898,	4,170,548 14	204,612 61
1899,	4,270,548 14	208,462 61

The effect of the increase in the fund by the annual addition authorized by chapter 90 of the Resolves of the year 1894, which has been paid in to the amount of \$600,000, will be readily seen in the increase of income for 1899.

FRANK A. HILL,
EDWARD S. BRADFORD,
Commissioners of the Massachusetts School Fund.

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION.

Dr.

APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS.

Cr.

1899.	1899.	1899.	1899.
Expended for Bridgewater Normal School,	\$40,253 00	Appropriation for 1899 (chapter 159, Acts of 1899),	\$241,353 00
Expended for Fitchburg Normal School,	35,911 20	Received from city of Fitchburg,	10,911 98
Expended for Framingham Normal School,	26,539 05		
Expended for Hyannis Normal School,	21,830 75		
Expended for Lowell Normal School,	28,864 67		
Expended for North Adams Normal School,	24,899 11		
Expended for Salem Normal School,	26,843 28		
Expended for Westfield Normal School,	24,988 93		
Expended for Worcester Normal School,	22,124 85		
Balance unexpended,	10 14		
	<u>\$252,264 98</u>		<u>\$252,264 98</u>
Bridgewater Normal School:—		Appropriation apportioned by the Board,	\$40,253 00
Salary of principal,	\$3,000 00		
Salaries of assistants,	19,036 67		
Repairs and furniture,	4,088 37		
Janitor service,	1,250 00		
Watchman,	700 00		
Printing,	196 40		
Fuel,	1,473 41		

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

Dr.

APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS — *Continued.*

Cr.

1899.		1899.	Appropriation apportioned by the Board,	\$26,540 00
Framingham Normal School:—				
Salary of principal,	\$8,000 00			
Salaries of assistants,	12,938 20			
Janitor service,	1,127 49			
Repairs and furniture,	2,988 22			
Fuel,	1,435 20			
Printing,	95 33			
Apparatus,	560 87			
Books,	566 82			
Advertising,	143 35			
Stationery,	227 72			
Watchman,	45 00			
Principal's expenses,	27 81			
Typewriter,	122 50			
Water,	192 44			
Lecture,	15 00			
Clerical assistance,	45 43			
Household arts department,	389 23			
Accountant,	699 96			
Telephone,	86 05			
Engineers,	1,832 43			
Balance unexpended,	\$26,539 05			
	95	\$26,540 00		\$26,540 00
Hyannis Normal School:—			Appropriation apportioned by the Board,	\$21,831 00
Salary of principal,	\$3,000 00			
Salaries of assistants,	8,750 00			
Janitor service,	1,154 25			

Repairs and furniture,	4,132 04				
Fuel,	887 89				
Apparatus,	1,271 87				
Stationery,	304 51				
Books,	1,698 96				
Printing,	279 22				
Telephone,	15 71				
Advertising,	6 00				
Expenses of principal,	98 35				
Clerical assistance,	65 48				
Lectures,	171 47				
	<u>\$21,830 75</u>				
Balance unexpended,	25				
			\$21,831 00		
Lowell Normal School:—					
Salary of principal,	\$3,000 00				
Salaries of assistants,	15,033 32				
Janitor service,	960 00				
Fuel,	1,385 64				
Repairs and furniture,	3,162 29				
Engineer,	840 00				
Advertising,	28 50				
Books,	1,770 67				
Apparatus,	854 87				
Stationery,	546 59				
Lighting,	62 91				
Printing,	169 32				
Ice,	11 76				
Telephone,	223 80				
	<u>\$28,049 67</u>				
<i>Amount carried forward,</i>					
				<i>Amount carried forward,</i>	
					\$28,865 00
					\$21,831 00
					\$28,865 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.
APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS — *Continued.*

Dr.

Cr.

1899.	1899.	1899.	Amount brought forward, .	1899.	Amount brought forward, .
<i>Amount brought forward, Lowell Normal School — Con.</i>	\$28,049 67				\$28,865 00
Water,	47 00				
Music,	18 00				
Clerical assistance,	550 00				
Lectures,	200 00				
	<u>\$28,864 67</u>				
Balance unexpended,	33	\$28,865 00			\$28,865 00
North Adams Normal School: —					
Salary of principal,	\$3,000 00		Appropriation apportioned by the		\$24,899 00
Salaries of assistants,	12,410 12		Board,		11
Janitor service,	600 00		Deficiency,		
Repairs and furniture,	3,008 27				
Fuel,	1,831 38				
Apparatus,	526 82				
Printing,	136 20				
Stationery,	272 21				
Advertising,	15 00				
Books,	1,643 00				
Engineer,	720 00				
Lighting,	440 64				
Telephone,	67 20				
Clerical assistance,	91 27				
Principal's expenses,	76 48				
Lectures,	61 52				
		\$24,899 11			\$24,899 11

Salem Normal School:—			
Salary of principal,	\$3,000 00	Appropriation apportioned by the Board,	\$26,850 00
Salaries of assistants,	13,513 38		
Janitor service,	600 00		
Repairs and furniture,	1,829 13		
Fuel,	1,105 94		
Stationery,	712 63		
Books,	1,688 10		
Advertising,	39 17		
Apparatus,	781 82		
Kindergarten maid,	100 00		
Clerical assistance,	48 00		
Telephone,	80 96		
Lighting,	169 92		
Water,	102 20		
Printing,	317 67		
Engineer,	1,000 00		
Lectures,	55 00		
Principal's expenses,	19 36		
Model school,	1,080 00		
Fireman,	600 00		
Balance unexpended,	\$26,843 28		
	6 72		\$26,850 00
Westfield Normal School:—			
Salary of principal,	\$3,000 00	Appropriation apportioned by the Board,	\$24,990 00
Salaries of assistants,	13,753 40		
Repairs and furniture,	993 24		
Janitor service,	1,166 66		
Amount carried forward,	\$18,913 30	Amount carried forward,	\$24,990 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.
APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS — *Concluded.*

Dr.

Cr.

1899.	1899.	Amount brought forward, .	1899.	Amount brought forward, .	
		<i>Amount brought forward,</i>			
		Westfield Normal School — <i>Con.</i>			
	\$18,913 30	Fuel,	633 78		\$24,990 00
		Stationery,	250 54		
		Apparatus,	412 99		
		Advertising,	32 25		
		Books,	806 70		
		Printing,	392 28		
		Lighting,	54 88		
		Water,	272 40		
		Boarding hall,	2,440 47		
		Clerical assistance,	208 25		
		Telephone,	61 54		
		Principal's expenses,	75 13		
		Lectures,	434 42		
	\$24,988 93				
	1 07				
		Balance unexpended,			\$24,990 00
		Worcester Normal School: —			
		Salary of principal,	\$3,000 00		
		Salaries of assistants,	12,726 22		
		Repairs and furniture,	2,462 61		
		Janitor,	706 62		
		Fuel,	920 49		
		Stationery,	201 42		
		Printing,	467 69		
		Apparatus,	325 78		
		Books,	932 25		
				Appropriation apportioned by the Board,	\$22,125 00

Telephone,	52 33			
Water,	43 08			
Lighting,	131 80			
Music,	50 00			
Ice,	57 36			
Principal's expenses,	7 25			
Typewriter,	40 00			
	<u>\$22,124 85</u>			
Balance unexpended,	15			
			\$22,125 00	
				\$22,125 00

APPROPRIATION FOR NORMAL ART SCHOOL.

1899.		1899.		Appropriation (chapter 159, Acts of 1899),	\$23,506 00
Salary of principal,	\$3,000 00				
Salaries of assistants,	16,230 71				
Repairs and furniture,	685 52				
Janitor service,	950 04				
Fuel,	1,261 25				
Lighting,	324 20				
Water,	74 10				
Advertising,	95 64				
Printing,	125 38				
Fireman,	720 00				
Telephone,	33 13				
	<u>\$23,499 97</u>				
Balance unexpended,	6 03				
			\$23,506 00		
					\$23,506 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

DR.

APPROPRIATION FOR THE AGENTS OF THE BOARD.

CR.

1899.		1899.		
John T. Prince, salary, .	\$2,500 00	Appropriation (chapter 159, Acts of 1899), .	\$12,750 00	
John T. Prince, expenses, .	340 60	Deficiency, .	2 71	
G. T. Fletcher, salary, .	2,500 00			
G. T. Fletcher, expenses, .	424 44			
J. W. MacDonald, salary, .	2,500 00			
J. W. MacDonald, expenses, .	462 26			
Henry T. Bailey, salary, .	2,500 00			
Henry T. Bailey, expenses, .	413 89			
L. Walter Sargent, salary, .	870 00			
L. Walter Sargent, expenses, .	241 52			
	<u>\$12,752 71</u>			<u>\$12,752 71</u>

APPROPRIATION FOR TEACHERS' INSTITUTES.

1899.		1899.		
Expended for instructors and expenses of institutes at Hyannis, Adams, Agawam, Charlemont, Concord, Cummington, Fall River, Longmeadow, Medfield, New Marlborough, New Salem, Northampton, Northborough, Northfield, Palmer, Russell, Salem, Savoy, Tisbury, Westborough, Weymouth and Winchendon, .	\$2,417 90	Appropriation (chapter 159, Acts of 1899), .	\$2,000 00	
Balance unexpended, .	82 10	Appropriation (chapter 385, Acts of 1899), .	500 00	
	<u>\$2,500 00</u>			<u>\$2,500 00</u>

APPROPRIATION FOR AID TO NORMAL PUPILS.

1899.	Amounts paid : —	1899.	Appropriation (chapter 159, Acts of 1899),	\$4,000 00
	Bridgewater school,	\$440 00		
	Fitchburg school,	50 00		
	Framingham school,	130 00		
	Hyannis school,	170 00		
	Lowell school,	60 00		
	North Adams school,	180 00		
	Salem school,	210 00		
	Westfield school,	700 00		
	Worcester school,	70 00		
	Balance unexpended,	\$2,000 00		
		2,000 00		\$4,000 00
				\$4,000 00

APPROPRIATION FOR TRAVELLING EXPENSES OF MEMBERS OF THE BOARD.

1899.	Amounts paid, as follows : —	1899.	Appropriation (chapter 159, Acts of 1899),	\$1,000 00
Feb. 6,	Franklin Carter,	\$45 00		
April 6,	Joel D. Miller,	42 90		
May 22,	E. H. Capen,	21 00		
July 6,	Kate Gannett Wells,	34 43		
29,	George H. Conley,	60 00		
Oct. 14,	Alice Freeman Palmer,	52 40		
	Joel D. Miller,	34 60		
	<i>Amount carried forward,</i>	\$290 33	<i>Amount carried forward,</i>	\$1,000 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

DR. APPROPRIATION FOR TRAVELLING EXPENSES OF MEMBERS OF THE BOARD — *Concluded.* CR.

1899.	<i>Amount brought forward,</i> Amounts paid — <i>Con.</i>	\$290 33	1899.	<i>Amount brought forward, .</i>	\$1,000 00
Dec. 19,	E. H. Capen,	23 00			
	J. D. Miller,	17 41			
	E. B. Stoddard,	32 92			
23,	Kate Gannett Wells,	38 25			
31,	Geo. I. Aldrich,	71 40			
	Balance unexpended,	\$473 81			
		526 69			\$1,000 00
					\$1,000 00

APPROPRIATION FOR INCIDENTAL EXPENSES.

1899.	Amounts expended, as follows : —	1899.	Appropriation (chapter 159, Acts of 1899),	\$1,800 00
	Stationery,	\$375 21	Deficiency,	31 29
	Expressage,	380 80		
	Printing,	633 36		
	Building,	46 95		
	Postage,	245 00		
	Books,	55 31		
	Making index and clerical work,	90 20		
	Sundries,	4 46		
		\$1,831 29		\$1,831 29

APPROPRIATION FOR REGISTERS AND BLANKS.

1899.	Amounts paid, as follows:—		1899.	Appropriation (chapter 111, Acts of 1899),	\$1,000 00
	Postage,	\$45 00			
	Expressage,	16 13			
	School registers,	586 73			
	Census blanks,	347 25			
		\$995 11			
	Balance unexpended,	4 89			
		\$1,000 00			\$1,000 00

EDUCATIONAL MUSEUM.

1899.	Amounts expended, as follows:—		1899.	Appropriation (chapter 58, Resolves of 1899),	\$500 00
	Distributing the material to the normal schools,	\$179 27			
	Balance unexpended,	320 73			
		\$500 00			\$500 00

APPROPRIATION FOR EDUCATION OF DEAF CHILDREN.

1899.	Amounts paid, as follows:—		1899.	Appropriation (chapter 159, Acts of 1899),	\$60,000 00
Jan. 27,	Sarah Fuller Home: 7 pupils, quarter ending Jan. 1, 1899,	\$343 59		Deficiency,	1,494 14
30,	Clarke School: 127 pupils, quarter beginning Jan. 1, 1899,	7,222 49			
	Amount carried forward,	\$7,566 08		Amount carried forward,	\$61,494 14

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONCLUDED.
APPROPRIATION FOR EDUCATION OF DEAF CHILDREN — *Concluded.*

Dr.		1899.	Amount brought forward, .	Cr.
1899.	<i>Amount brought forward,</i>			\$61,494 14
Feb. 13,	Horace Mann School:	\$7,566 08		
	Transportation to Dec. 15, 1898,	680 01		
Mar. 29,	American School:			
	71 pupils, quarter commencing	3,600 00		
	Mar. 1, 1899,			
	Horace Mann School:			
	120 pupils, Feb. 1-July 1,	8,130 40		
	1899,	809 74		
Apr. 15,	Transportation to Mar. 15, 1899,			
17,	Clarke School:			
	127 pupils, quarter commencing	7,111 60		
	April 1, 1899,			
May 16,	Sarah Fuller Home:			
	8 pupils, quarter ending April	376 51		
	1, 1899,			
June 25,	American School:			
	70 pupils, quarter commencing	3,500 00		
	June 1, 1899,			
July 17,	Susie Fitzgerald, 30½ weeks, at	80 70		
	\$2.62,			
18,	Clarke School:			
	125 pupils, quarter commencing	7,081 25		
	July 1, 1899,			
	Sarah Fuller Home:			
	8 pupils, quarter ending July	400 00		
	1, 1899,			
19,	Horace Mann School:			
	Transportation to June 15, 1899,	655 81		

Sept. 14	American School: Clothing to July 1, 1899, . . .	394 23			
Oct. 11,	Sarah Fuller Home: 9 pupils, quarter ending Oct. 1, 1899,	376 28			
13,	Horace Mann School: 109 pupils, Sept. 1, 1899-Feb. 1, 1900,	6,385 00			
26,	American School: 61 pupils, quarter commencing Sept. 1, 1899,	3,050 00			
31,	Clarke School: 120 pupils, quarter commencing Oct. 1, 1899,	6,750 00			
Nov. 8,	Perkins Institution: Edith Thomas, Oct. 1, 1898- Oct. 1, 1899,	700 00			
Dec. 21,	American School: 65 pupils, quarter commencing Dec. 1, 1899,	3,250 00			
	Horace Mann School: Transportation, June 15-Nov. 15, 1899,	646 53			
			\$61,494 14		\$61,494 14

C. B. TILLINGHAST, *Treasurer.*

APPENDICES.

APPENDIX A.

**REPORT OF JOHN T. PRINCE,
AGENT OF THE BOARD.**

REPORT.

To the Board of Education.

My time during the past year has been spent in the inspection of schools, in attendance upon educational meetings of various kinds and in the preparation of addresses and reports.

So far as I have discovered, there has been no abatement anywhere of interest in the public schools, while in some places there has been a notable advance both in interest and in actual results. Of these I will speak briefly under separate heads.

THE PEOPLE AND THE SCHOOLS.

The mutual dependence of the people and the public schools in this country is universally acknowledged. For this reason it is important that the good-will of the people toward the schools be maintained to the fullest possible degree, and those in charge of the schools can perform no better service than to encourage this sentiment. I am glad, therefore, to be able to report that the ways named in my last report of educating public sentiment in favor of the schools are being maintained, and in some towns extended and improved. In several towns courses of lectures upon educational subjects have been given, and local clubs have given a large place in their programs to the discussion of educational questions.

But it is not education in general, or what the schools of a State or nation are doing, so much as what the local schools are doing and what they most need, that the people ought above all to know. Recently this want has been met by parents' visiting day in the schools, and by meetings of parents and citizens. Of these one superintendent writes: "One Friday in each month is called 'Parents' Day.' On this day the school is given a review of the work of the preceding month, and specimens of the best work of the pupils are shown to visitors. I

have no statistics at this time, but I am sure that there has been a considerable increase in school visitation. Hereafter we are going to send out printed invitations to the parents." Concerning visitation on a large scale he writes: "Last June all four towns in the district held a school exhibition and entertainment. Specimens of work in all departments were shown, and the entertainment was composed almost entirely of school work. They were largely patronized. The event in one of the towns elicited a two-column editorial in the local paper, and also a column from an influential parent in commendation of the exhibit."

The superintendent who makes the above report speaks of keeping the public posted upon school affairs through the local newspaper, a column or part of a column being devoted to the subject each week. In this same district also there was inaugurated last year a practice which may well be extended throughout the Commonwealth. The Sunday before the opening of the schools in the fall all the pastors of the district gave a sermon upon education, "dwelling chiefly upon the proper relations of the home and the school."

SCHOOL CONDITIONS.

One reliable way of ascertaining whether the schools have improved or not is by a comparison of conditions under which they are maintained. Applying this test, I am pleased to note the fact that though the progress is slow it is certainly assured in many places.

Qualifications of Teachers. — If in the comparison of teachers the interval of time considered is long, the difference in their apparent qualifications is very marked. For example, during the decade ending June, 1899, the number of graduates of normal schools employed as teachers in the cities and towns of my section increased sixty-four per cent., although the increase in the number of schools during that time was only thirty per cent. The improvement in the same respect during the past two years has been quite as pronounced; for, while the increase in the number of schools has been but four per cent., the increase in the number of normal graduates employed as teachers has increased twelve per cent. Of course it is under-

stood that graduation from a normal school is not the only and perhaps not the chief indication of a skilled teacher. It is, however, one of the few available means of knowing the general fitness of teachers for their work, and as such may be useful as a means of comparison.

In my last report was given a table showing the number of normal graduates employed in towns having a superintendent, and in towns not having a superintendent, during the two years ending June, 1898. It was shown by that table that in towns having a superintendent the number of teachers employed had increased less than two per cent., while the number of teachers who had graduated from a normal school had increased nearly ten per cent. It was shown by the same table that the number of normal graduates employed as teachers in towns not having a superintendent had fallen off more than seventeen per cent. By a similar comparison of the statistics of last year and this, it is seen that the increase in the number of normal graduates in superintendency districts is even greater this year than it was last year, it being over thirteen per cent., while the falling off in the number of normal graduates in most other towns still goes on. It is plain to see to what towns the unfit and untrained teachers must turn for employment. It is equally clear under what conditions our professionally trained teachers find the most congenial fields for the exercise of their chosen profession.

Another indication of the improved character of the teaching force is the increased professional spirit, as shown in the teachers' reading and their attendance upon educational meetings. In no previous decade has the improvement in these respects been so marked as it has been during the past decade.

Supervision. — During the past year, Avon, Medfield and Rockland have been taken from the list of towns reported as having no superintendent of schools, Avon having its schools committed to the charge of the high school principal, Medfield joining a superintendency district, and Rockland uniting with Whitman in the support of a superintendent. Foxborough, which was formerly in a district with Walpole, has shared with West Newbury in employing a superintendent. Other towns have signified their wish to join in the formation of a district,

but, on account of geographical and other difficulties, have been unable to do so. One difficulty in times past has been a want of concert of action, the towns of a group having the desired number of schools not acting favorably the same year. An effort will be made at the coming spring meetings to have towns available for a district act together.

The following towns of the counties of Barnstable, Bristol, Dukes, Nantucket, Norfolk and Plymouth have at present no superintendent of schools : —

Barnstable County. — Chatham and Truro.

Bristol County. — Berkley, Freetown, Rehoboth, Seekonk and Somerset.

Dukes County. — Gay Head and Gosnold.

Nantucket County. — Nantucket.

Norfolk County. — Holbrook, Norfolk and Randolph.

Plymouth County. — Carver, Halifax, Lakeville, Marion, Pembroke, Plympton, Rochester and Wareham.

Avon, Kingston and Swansea employ superintendents who spend a portion of their time in teaching, and the chairmen of the school committees of Dighton and Westwood are returned to the State as superintendents of the schools of those towns.

All the above-named towns except Nantucket come within the provisions of the law by which State aid is afforded in the formation of districts.

In a special report * I have dwelt upon the ways in which the superiority of supervision by superintendents over that by committees alone shows itself. I have also tried to show in that report the great advantage which would accrue from the universal adoption of the superintendency system. There is nothing to be added here except the fact that in most towns not in superintendency districts the feeling of dissatisfaction with existing conditions is growing, while in the districts themselves there is an almost universal acceptance and approval of the principle of supervision by superintendents. Of course there are some persons in every town who conscientiously believe that supervision by committees is all that is necessary or advisable; and yet the fact that so large a proportion of the

* See report immediately following this.

people of the State think otherwise—more than ninety-five per cent.—ought to lead them to realize that there must be some value in the service of a superintendent. There are others who do not seem to realize that the principle of skilled supervision should not be affected by the occasional failure of superintendents to do good work. Such persons would not be similarly affected toward the advisability of continuing the schools on account of the failure of a few teachers. On the whole, when we consider the natural difficulties in the way, it is a source of wonder that the success of the union superintendency plan has been as great as it has. The fact that so many people are ready to sink minor differences and to subordinate their individual wishes to the good of the schools is a most hopeful sign, and augurs well for the complete success of the plan when it becomes fixed and universal throughout the Commonwealth.

The Consolidation of Schools.—Considering the strong opposition to centralization which exists in the old colony towns, and the natural feeling on the part of real estate owners that their property will depreciate in value if the local school is discontinued, the practice of consolidating schools and of conveying pupils from rural districts to central schools has been continued and extended in a very satisfactory way. The following extract from a letter recently received from the chairman of the school committee of a small country town shows the possibilities of consolidation under favorable circumstances: “We have tried transportation in one district, in place of running a school. The people were very much opposed to it at first, but we thought best to make a trial of it, and we did. The results were improved school attendance, more interest in studies, greater progress and a saving of money. At the last town meeting some of the townspeople talked strongly of ordering the committee to have a school in the district, as formerly, and many of the people of the district were indignant about it. Now they would not return to the old ways.”

The Classification and Promotion of Pupils.—With very few exceptions the superintendents have full power in the classification and promotion of pupils, and I am glad to find

that nearly all are exercising that power with increasing care. The plan formerly pursued, of making promotions depend entirely upon a single examination, has been abandoned. The examination, where it is used at all as a factor in determining the class in which pupils should be placed, is used only as a partial test, chief reliance being placed upon the teachers' judgment.

The importance of individual promotions or promotions made at irregular times is becoming more and more recognized. It is not uncommon to find twenty per cent. of the pupils of a school or class thus promoted in a year, the evident intent being to place all pupils where they can do the most for themselves. Even in partially graded and mixed rural schools this may be done to the great advantage of those pupils who are able to accomplish more than a majority of their class.

The following extracts from letters of superintendents show the care that may be exercised in small country schools : —

Pupils are promoted at the end of each year on the merits of their year's work and their attainments in a final examination. Teachers are supposed to give an estimate of each pupil's work every week, in order to have something to rely upon in deciding promotions at the end of the year. Most of the examinations are prepared by teachers whom the superintendent regards as especially competent in special studies. In no case do the results of the examination bar a pupil from promotion, if it is the honest and sincere conviction of the teacher that he deserves, or will be most benefited, by promotion. Unusually bright children are allowed to take a portion of the work of an advanced grade in addition to their own, and thus they may do three years' work in two.

The pupils are classified according to their ability to work together in the essential subjects of language (reading) and arithmetic. They are promoted usually in September, by the judgment of the teacher, based on a record of daily oral and written work, and occasionally written tests by teacher and superintendent. Promotions and demotions occur at any time during the year when in the judgment of the teacher and superintendent the pupils will work better in some other class or division. Reports are sent quarterly to the parents, and reviews are made at the beginning of each six months. As a matter of fact, most of the promotions and demotions occur at the end of a quarter. Special reports are sent to parents whenever needed.

MEETINGS OF SUPERINTENDENTS.

Early in the fall two meetings of school superintendents were called and conducted by me, one in Hyannis for the superintendents of Barnstable and Dukes counties, and one in Boston for the superintendents of Bristol, Norfolk and Plymouth counties. The purpose of these meetings was to get from the superintendents their opinions relating to some features of supervision, and to give them the results of my observations of their work. The suggestions and criticisms made were cordially received, and the wish was expressed—by formal vote in one of the meetings—that the meetings be held monthly. It is hoped that several conferences of this kind will be held during the coming year, possibly extended so as to include the members of school committees.

HIGH SCHOOLS.

Within the past few years a great change has been effected in the course of studies, teaching and attendance of the high schools of the State. The changes in the course of studies and teaching have doubtless been occasioned to some extent by the extraordinary activity of conferences and committees formed for the purpose of considering various phases of the course of studies. The relatively large increase of attendance upon high schools during the past few years may have been brought about in part by the increased confidence of the people in the schools, and in part by the operation of recently enacted laws in relation to free text-books and the payment of tuition of non-resident pupils.

I desire to call your attention to the increased burden upon towns occasioned by the last-named law. In some towns the expense for schools has increased in consequence of the enforced payment of high school tuition to a point that almost compels a curtailment of appropriations for the lower schools. Here is an argument for a readjustment of State and town support of schools which should not be overlooked.

The law obliging towns to pay high school tuition to other towns and the new law in relation to the character of high school instruction to be provided work in two directions,—

toward the establishment of small high schools, and also toward their suppression. The temptation to save expense leads some towns to provide a full four years' course with only one teacher. That such conditions cannot meet the present legal requirements for high schools has been proved by abundant experience. No teacher alone is able to teach all the subjects necessary "for the general purposes of training and culture, as well as for the special purpose of preparing pupils for admission to State normal schools, technical schools and colleges." The law evidently does not contemplate such a thing as possible, for it distinctly says that the high school shall be "kept by a principal and such assistants as may be needed." Fourteen towns of my section report this year as having only one teacher for the high school. But five of these have taken advantage of the provision of the law by which they have a one or two years' course, arrangements being made for pupils to complete the four years' course in high schools of other towns. I cannot help believing that the nine towns which continue to have but one teacher for a four years' course are not complying with either the spirit or the letter of the law. If it is said that these towns are already overburdened, and that they cannot hire an additional teacher or pay the tuition of pupils in other high schools, the only recourse for them is to go to the Legislature and ask for the relief they need. Such a course might hasten a more equitable adjustment than now exists of local and State tax for educational purposes.

SCHOOL ATTENDANCE LAWS.

Whenever the question has been asked of school officials as to the effect of recent legislation in respect to school attendance, the answer has invariably been that it has worked well, chiefly by making it more difficult for parents and pupils to evade the law than formerly was the case. Those, however, who are loudest in the praise of the present law say that it does not prevent the laxity of local officials, who are either indifferent to the law or else do not dare to enforce it. Several instances of parental neglect and truancy have been brought to my notice during the past year. All of these cases

of neglect would have been corrected by a State official having the same powers that are now given to local truant officers.

A COMMON DEFECT.

A common defect, perhaps to some extent inevitable under our present system, is the failure of teachers to meet the individual needs of pupils. It is found to be the common tendency of young and inexperienced teachers, and sometimes the tendency of teachers not young or inexperienced, to mechanize the work of instruction and training,—to make all the pupils of a class do the same thing in the same way and frequently at the same time. This tendency is shown in the concert exercises, in the models for parsing and for arithmetical analysis or explanations, in uniform requirements for all, in examinations for promotion or rank, and in the custom of requiring pupils to “make up” their work after school or at recess,—unmindful of whether that work is important or not as a basis for subsequent study, and sometimes unmindful of the health of the pupils. So common are these practices that we are obliged to say that there is a measure of truth in the charge so frequently made against the public schools,—that of turning out the pupils after the same model.

One remedy proposed is to abolish the graded and class system and to follow the individual method exclusively, by which each pupil is to recite as much as he has learned while the others are studying. The encouragement of merely memoriter work which such a plan involves, the absence of that stimulation which is occasioned in class work by the friction of mind upon mind, and the loss of time involved in the necessary teaching of new and difficult topics, all condemn this means of effecting the desired reform.

To retain all the benefits of the graded and class system, and at the same time to avoid the dangers which are incident to it, is a difficult if not impossible task; and yet much may be done in several ways to meet the difficulty. The first way which suggests itself is the reduction of the number of pupils to a teacher to the point at which each pupil may receive such individual attention from the teacher as he needs. Twenty-five or at the most thirty-five pupils ought to be the maximum

number for each teacher to have, with the understanding that this number of pupils shall be divided into two or more sections. The giving of fifty and sixty pupils to a teacher should be prevented, if necessary, by law, while the hearing of all the pupils of a room together in all subjects, as is seen in some of our large cities, is a practice which should not be permitted under the rules of any school committee. I am told that principals and even supervisors and superintendents in some places are not able to stop this practice, which tends not only to make the work of the recitation indiscriminate and mechanical, but also to prevent opportunity for uninterrupted and independent study on the part of pupils. Pupils should have opportunity not only to speak for themselves, but to think for themselves.

Another way in which the needs of individual pupils may be met is to put them in grades and classes, where they can work to the best advantage to themselves. In my special report of two years ago I spoke of various plans by which class and individual promotions may be made so as to secure the greatest degree of fairness of opportunity for each pupil. In that report there were shown various plans by which the ordinary course of the grammar school could be completed by some pupils in three or four years' time. The adaptation of work to individual pupils might be still further carried by indicating in the course of studies the essential or important matter which all the pupils should acquire, and the non-essential parts of the course which may be learned with greater or less thoroughness, as the pupils are able. The matter of optional studies also has an important bearing upon this subject. It may be found advisable to bring down to the upper grades of the grammar school, in a limited way, the elective system which has been adopted so generally in our best high schools. Certainly it should be possible to permit a pupil to drop one or more studies, when it is clearly seen by the superintendent and teacher that such omission of studies will be for his best interests.

I have spoken of the advisability of reducing the number of pupils to a teacher, for the sake of more individual work in the recitation. A smaller number of pupils will also enable the

teacher to have a better knowledge of each pupil's needs, as shown by his efforts, habits, ambitions and home surroundings. No teacher can do justice to his pupils who does not know something of every one of these personal interests. The home visitations by teachers, such as were made in former times, may be restored with profit to all. Parents' meetings and parents' visiting days may do much to give to teachers needed knowledge of the pupils; but they will not take the place of seeing the children in their homes, and of having that close relation with parents which the home visit alone can give.

Thus far I have referred to matters which belong largely to the administration of the school, such as pertain to the number of pupils, course of studies and electives. There remains to be mentioned a way of meeting the needs of individual pupils, which belongs to the teacher alone; and that is, a plan of tasks and recitations by which all pupils shall be permitted to do the most that they are capable of doing. Instead of giving uniform tasks, as is generally the case, in which the pupils are expected to do the same work or acquire the same amount, reference should be had to the varied capacities and powers of the pupils, the essential or important parts of a given subject or topic to be learned by all, and other parts to be studied by such pupils only as have the necessary time and power to learn them. Some subjects, like history, geography and language, lend themselves readily to such treatment; while others, like mathematics and science, may require care and skill to accomplish the desired end of assigning work of such kind and amount as will stimulate every pupil to do his best work.

The recitation also should be conducted with the same end in view. Of course, under the best circumstances and with the utmost skill on the part of the teacher, there will be some waiting by the best and brightest pupils for those who are slower; and yet, with care, the recitation may be conducted in such a manner as to make it profitable for all to attend and take part. For example, in all information studies in which lessons are assigned and recited by topics, all the pupils may be held responsible for what is in the regular text-book, while

a few would be expected to consult reference books or other text-books found in the school or public library. The fact that this extra work is entirely optional will be found to be no bar to effort on the part of the brighter pupils, who will be glad of the opportunity to get and give this supplementary information. In connection with the reading and literature work there will be abundant opportunities for the encouragement of extra reading by recommending books to be taken from the public library, or by lending books from the school library. In these days of the publication of the best books in cheap form there is little excuse for the absence from the school library of an abundance of good literature. In mathematics and science the simpler applications of principles could be given to all, and the more difficult ones to those who are able to take the advanced work.

In addition to the daily supplementary work in the various studies for the brighter and quicker pupils, there could be given them occasionally special topics to report upon, either orally or in written form. This is done with success in the college, and there is no good reason why it may not be profitably done in the high and grammar school. In history, geography, science and literature, subjects are constantly arising upon which much of an interesting nature may be obtained and given in addition to what is found in the regular text-book. In addition to the interest awakened on the part of all, there will be gained in the giving of special topics much good practice in looking up reference books and in language.

Reference has been had thus far mainly to what may be done in graded schools to meet the needs of individual pupils. In rural and so-called ungraded schools the opportunity to do this is even greater, provided the folly is not committed of forcing the graded system of classification upon them; and provided also the schools consist, as they should, of a small number of pupils,—never over twenty-five to a single teacher. Here pupils should be assigned in any subject to the class in which they can do the most for themselves,—to the third class in reading, it may be, and the first class in arithmetic, or, if necessary or best, to two classes in reading and to no class in geography. The chief value of the rural or mixed school lies

in its elasticity of organization, and this should be preserved in the interests of individual pupils. What was said above of the assignment and recitation of lessons and of the giving of special topics in graded schools will apply equally to the ungraded schools; with the added argument that in the latter schools there is, as a rule, more time for independent study than in the former.

A RELIC OF THE OLD DISTRICT SYSTEM.

I desire to call attention to a matter of school administration of which mention has been made in recent reports of agents of the Board; and that is, the practice of giving one or more schools into the special charge of a single member of the committee, with full powers, either expressed or implied, to carry on the school as he pleases. The powers include not only making repairs of buildings, procuring of supplies and nominating the teachers, — powers which were held by prudential committees under the old district system, — but also electing and dismissing the teachers. Under this arrangement the schools are parceled out to the various members, frequently with the implied understanding that each member will let every other member “run his own school” as he pleases. If the committee so far respect the law as to take a vote upon the election or dismissal of teachers, the vote is a merely formal one, it being understood that the wish of each member concerning his own school is to be respected.

By careful estimate I judge that there are at least forty towns in the Commonwealth in which this practice is followed. It was hoped that the practice would be abandoned by committees as soon as superintendents were employed. But while in some instances the policy has been changed, there are still several towns in superintendency districts whose committees ignore the advice of the superintendent, and continue the old practice of leaving the management of the schools in the hands of individual members.

The dangers of leaving the choice of teachers to individual members of the committee are apparent. Consciously or unconsciously, members of the committee may get into the habit of exchanging favors, and the schools suffer in consequence.

There is perhaps no way of reaching the difficulty except through enlightened public sentiment and the extension of supervision by superintendents. The benefits to be gained by this measure, together with the means of reaching it, are considered in a special report upon city and town supervision of schools, which I herewith submit.

JOHN T. PRINCE.

Dec. 30, 1899.

APPENDIX B.

**SPECIAL REPORT UPON CITY AND TOWN SUPER-
VISION OF SCHOOLS,**

BY

JOHN T. PRINCE,

AGENT OF THE BOARD.

SCHOOL SUPERVISION.

There are few facts more significant than the rapid advance which has been made within the past few years in public sentiment and practice relating to the supervision of schools by professional superintendents, or superintendents who, by their education and training, are supposed to be capable of actively directing the work of teachers. In the ten years ending June, 1899, the number of towns and cities of Massachusetts which employed such a superintendent increased from fifty-five to two hundred and seventy. With this unprecedented change in one of the most important functions of school administration, it is fitting that an inquiry be made concerning the character of the service, with a view of ascertaining:—

1. Whether the employment of a professional superintendent of schools should be made compulsory throughout the Commonwealth.

2. What the duties of a superintendent should be which will be most conducive to the welfare of the schools.

3. Whether a law regulating the duties of a superintendent is desirable.

4. What qualifications, if any, for the office of superintendent, should be prescribed by the State and what by local boards.

To give a clear idea of present conditions and needs, it will be necessary to pass in review a few of the most important features of school supervision which have existed from the earliest days of our system to the present time.

BRIEF HISTORY OF SCHOOL SUPERVISION IN MASSACHUSETTS.

The very existence of a school implies some kind of supervision, so far, at least, as to provide for its beginning, continuance and close. As there were schools very soon after the founding of the Massachusetts Bay Colony, supervision may be said to be nearly as old as the colony itself. One of the first recorded instances of the establishment of a school was that of a school in Dorchester,

**Beginning
of super-
vision.**

for which the teacher was "chosen from time to time by the freemen." * Here supervision was exercised directly by the people, and not by delegated individuals. This was in 1639, or nine years after the founding of the colony. Six years later we read that the same town or plantation had advanced so far as to provide that "three able and sufficient men of the plantation be chosen to be wardens or overseers of the school, who shall have the charge, oversight and ordering thereof."†

Two years after this was enacted the famous law which was the foundation of our present system; but no provision was made in this law for the care of the schools, beyond the prescription that every township having fifty house-
Law of holders should appoint a teacher, and that the
1647. payment of his "wages" should be provided for in any one of several ways; and, further, that a town having one hundred families or householders should "set up a grammar school, the Master thereof being able to instruct youth so far as they may be fitted for the University."

It is natural to suppose that, as the towns were left free to carry out the provisions of the law as they pleased, great differences would prevail as to ways and means of administration and support of the schools; and such was the fact. **Supervision by ministers and selectmen.** In some places, as in the first school of Dorchester, already alluded to, the school or schools were managed by the electors themselves in town meeting, but the larger number of schools was under the charge of persons delegated by the towns. Generally these persons consisted of the ministers and the selectmen. To the ministers was given the power to examine and approve candidates for the position of teacher, and to visit the schools. To insure a more thorough test of fitness on the part of grammar school teachers, the approval of the local minister had to be seconded by two ministers of adjoining towns.‡

Sometimes the school or schools of a town were put into the care of a special committee, but more frequently the special committee was simply added to the ministers and selectmen, who held firmly to their early prerogatives.

* Town records of Dorchester, page 83.

† History of the town of Dorchester, page 425.

‡ Acts and Resolves of the Province of Massachusetts Bay, I., page 470.

In 1789 the quite general practice of school inspection by committees was crystallized into law by permitting towns to delegate to the ministers and the selectmen, or a committee chosen for the purpose, the care of the schools. The law provided that these persons, when appointed, should “use their influence and best endeavors” to induce the children to attend school, and should at least once in six months visit and inspect the schools, for the purpose of “inquiry into the regulations and discipline” of the schools, and the “proficiency of the scholars therein.”

This permissive power, granted by the Legislature to the towns, was made mandatory by the law of 1826, in which supervision by school committees was made fixed and universal throughout the Commonwealth. Under this law, amended in 1827 and 1857, the school committees were given large powers, which the promoters of the law foresaw would be wise in view of possible dangers from political and ecclesiastical partisans. In the second quarter of the century these committees were called “town committees” or “superintending committees,” to designate them from prudential committees,—district officials to whom by the law of 1827 were committed the care of the school property and the selection and employment of the teachers. To the town committee up to the time of the final abolition of the district system in 1882 was given the duty of examining and certificating the teachers and visiting the schools.

No public mention of any supervision beyond what the school committees were expected to exercise appears to have been made before the fourth report of Secretary Mann, in which he announces “an event worthy of special notice,”—the “appropriation by the town of Springfield of the sum of one thousand dollars as a salary for a superintendent of schools, to be selected and appointed by the town committee.” He further says: “Nor can it be denied that one whose whole time and talents are devoted to the interests of the schools, to an examination and selection of text-books, to the introduction of improved processes in teaching and of better modes of governing,—in fine, to a more thorough acquaintance with the great subject

Supervision
by com-
mittees
authorized.

Supervision
by commit-
tees made
mandatory.

Horace
Mann's
announc-
ment of
Spring-
field's ex-
periment.

of education, in its principles and in its practical details, would be far better qualified for the discharge of his duties than if those duties were only an occasional employment, and collateral to his main pursuits." Concerning the experiment in Springfield he says: "It is obvious that the success of this measure will mainly depend upon the competency of the officer chosen to execute it. That success is most earnestly to be desired, and, I may add, is reasonably to be anticipated. Should such be the happy result, it may be expected that the example will be followed by other towns, where the number of the schools is too large and the engagements of the committee too engrossing to permit a full compliance with the law, both as to the number and the quality of the visitations."* The hopes of the secretary, as thus expressed, were not fulfilled; for, owing either to the inefficiency of the men employed, or, what is more likely, to a want of appreciation of their work on the part of the people or school committee, the experiment was tried but two years.†

It was not until 1851 that the service of supervision by a superintendent may be said to have had its beginning in Massachusetts.‡ In that year the Boston school committee elected a man who was by the rules required to "devote himself to the study of our school system and of the condition of the schools," and to "keep himself acquainted with the progress of instruction and discipline in other places, in order to suggest appropriate means for the advancement of the public schools of this city."

Cities and towns were slow to follow Boston's example in

**Boston's
choice of a
superin-
tendent in
1851.**

* Fourth annual report of the Massachusetts Board of Education, pages 79, 80.

† This is the first recorded instance of the appointment of a superintendent of schools in Massachusetts outside of the school committee. In 1836 the town of Cambridge ordered the school committee to appoint a superintendent; and they appointed one of their own members to the office, at a salary of two hundred and fifty dollars a year.

‡ In 1850 a superintendent was appointed in Gloucester, who gave his full time to the duties of supervision. He was a member of the committee at the time of his election, and continued in service as a member after he became superintendent. Boston is given as the first Massachusetts municipality to give professional superintendence a permanent place because of the professional character of the duties performed. Mr. Nathan Bishop, the appointee, had served as superintendent in Providence for nearly twelve years before he assumed the superintendency in Boston. He discussed, in his first report to the school committee of Boston, schoolhouses, classification of pupils, text-books, books for reference, qualifications of teachers and the establishment of a normal school in Boston.

adopting the new form of supervision. During the years immediately preceding and following the election of a superintendent in Boston, the efforts of progressive friends of education seemed to be spent mainly in the important work of getting rid of the district system and of improving the quality of teaching by means of normal schools and teachers' institutes. During these years it is doubtful if the value of the superintendent's service was appreciated or desired to any extent by the people at large, although, in the growing discontent with existing forms of supervision, now and then appeared in school reports eloquent words in favor of establishing the office of superintendent. Horace Mann even went so far in his final report (1848) as to advocate a division of the State into districts of a convenient size, and the appointment of a superintendent of schools for each section.* Secretary Barnas Sears also in 1854 declared the weakest point in the system of education to be the supervision of the schools, and earnestly advocated legislation for its improvement.† But even Secretary Sears did not at this time have a high estimate of the professional side of supervision, for he gave, as an alternative for the appointment of superintendents, the imposition by committees "upon one of their number the chief responsibility."‡ Six years later Secretary Boutwell urged the appointment of superintendents in the cities and large towns, but doubted the advisability of such appointment by small towns, and deprecated the practice of appointing a member of the committee as superintendent.§

Towns slow to follow Boston's example.

Supervision by superintendents urged by secretaries of the Board.

The law under which superintendents were appointed at that time was passed in 1854 and amended in 1857 and 1860. This law gave the town or city council power to require the school committee "to appoint a superintendent of public schools, who, under the direction and control of said committee, shall have the care and supervision of the schools." Under this law nine cities and about forty towns had in 1865 employed superin-

The appointment of superintendents authorized by law.

* Twelfth annual report of the Board of Education, page 154.

† Eighteenth annual report of the Board of Education, page 68.

‡ Ibid., page 66.

§ Twenty-fourth annual report of the Board of Education, page 108.

tendents. It is doubtful, however, if many of the forty town superintendents were elected on account of their professional ability, or were giving full time to the service. Many school committees at this time had followed Gloucester's example, and appointed one of their number to examine the teachers and inspect the schools; and some, finding such a course impracticable, had appointed a resident of the town, not a member of the committee, to perform that service.

Public sentiment in the direction of skilled supervision was further shown in the appointment by committees of principals of schools to supervise the schools of a town or district.

Supervision by principals of schools. Thus, in 1864 there was established in Springfield what was called "auxiliary supervision," by which the principals of the grammar schools were authorized to "make short visits to the schools," "give to the teachers aid and counsel in the classification, discipline and general management of the schools," and "make reports from time to time as to their condition." The school committee reported in 1865 that "this plan of auxiliary supervision has been exceedingly beneficial." *

It is difficult to ascertain how generally this plan of supervision was adopted by committees at this time, or how many towns were employing what would now be called professional superintendents. In the report of the Board of Education of 1869-70 † there is given a list of superintendents and their salaries, from which it appears that eleven cities and six towns were employing superintendents for full time, paying salaries ranging from \$1,150 to \$4,500 a year. This was in 1869. In the following year a bill was enacted enabling two or more towns to form a district for the purpose

Number of superintendents in 1869. of employing a superintendent of schools, to be appointed annually by the chairmen and secretaries of the school committees of all the towns in the district. **Union of towns for supervision authorized.** No districts were formed under this law for many years after its passage, but it doubtless suggested the advisability of a combination of towns, such as was made a few years later by the union of Canton and Milton and that of Waltham and

* Twenty-ninth annual report of the Board of Education, page 217.

† Page 94.

Watertown. By the latter plan each town paid a certain sum for a given part of the superintendent's time, the superintendent being subject to the rules of the committee under which he served. Meanwhile, public opinion was being formed in favor of the *principle* of skilled supervision. Chief among the agencies by which this opinion was formed was the Board of Education, through its secretaries and agents.

In the report of 1865-66, Secretary White and Mr. Northrop, agent of the Board, made a convincing presentation of the value of supervision by superintendents. In their discussion of the question they showed clearly what had been done and what could be done by a superintendent of schools. The uses of wise supervision, the qualifications of the superintendent and the relations he should sustain to the school committee, the teachers and the schools, were brought forcibly to the attention of the Legislature and people.* In nearly every one of the ten succeeding reports of the Board the matter was urged with vigor, such evidences of success being presented as would be likely to encourage towns to employ a superintendent. At the close of Secretary White's administration in 1877 there were fifty-five cities and towns in which a superintendent of schools was employed. This number did not include those towns in which some supervision was exercised by principals of schools, but it included those in which the superintendent was employed but a small portion of time, being either a member of the committee or some other resident of the town. If all superintendents who received an annual salary of one thousand dollars or more are counted as giving all their time to the service, there were at this time twenty-three full-time superintendents. Six others received between five and six hundred dollars a year. The remaining number was doubtless appointed for convenience or economy to perform the duties of the school committee with the nominal title of superintendent. Probably but few of these men were entitled to be called professional.

Of the remaining two hundred and eighty-six towns not having a superintendent, forty-five had both prudential and

Urgent
plea for
skilled su-
pervision
by Mr.
White
and Mr.
Northrop.

Number of
superin-
tendents in
1877.

* See thirtieth annual report of the Board of Education, pages 108-119.

town committees, having adopted the district system under the permission given by the act of 1870.*

The devotion to the cause of skilled supervision was continued by Secretary Dickinson and his associates, with the added force of well-defined plans and wise means of carrying them into effect. Thus far supervision by superintendents was operative only in the cities and largest towns. No feasible means of introducing the service into the smaller towns had up to this time been devised. It is true that Secretary Mann had in 1848 recommended dividing the State into sections of convenient size, and appointing a superintendent for each section; and that the Board in 1873 had suggested a plan of county supervision or some "analogous instrumentality;"† and that the same Board the following year had presented a scheme of dividing the State, outside of cities, into districts containing about two hundred teachers each.‡ But all these plans lacked definiteness, and no means were employed or suggested to carry them into effect. It was also seen by many friends of the school that the supervision proposed in the plans would not be close and direct enough to accomplish the ends desired, and that there were involved in the proposed plan relations of possible antagonism between the supervisor and local committees. Secretary Dickinson brought to the problem a full appreciation of the needs of the country towns, and clear convictions of the value and place of skilled supervision in a system of schools. Very soon after he entered upon the duties of his office he caused to be organized meetings of school committees in several counties, to discuss this and other questions connected with school supervision. In the Norfolk County meeting a resolution was passed suggesting "to the Board of Education and to the school committees of other counties the expediency of carefully considering whether a system of county or district supervision, by trained specialists, could not be devised, which in

* The district system was abolished in 1869, and the act of abolition was repealed the same year. It was again abolished in 1869. A law was passed in 1870, allowing any town by a two thirds vote to re-establish the system. It was finally abolished in 1882.

† Thirty-sixth annual report of the Board, page 20.

‡ Thirty-seventh annual report of the Board, page 9.

practice might be made productive of most beneficial results."*

In his first report Secretary Dickinson presented strong arguments in favor of "the employment of an experienced, intelligent leader, responsible for results — who shall spend all his time and strength in looking after the interests of the schools, and who shall be constantly devising new means for their improvement, so that there may be an adequate return for what is expended."†

A plan for the formation of small supervisory districts.

In this report also he submitted a plan of superintendence to meet the needs of the country and suburban towns. This plan contemplated the employment of eighteen superintendents, besides those already employed. This plan was soon modified in the direction of smaller districts, and a closer relation of superintendent to school committee. In his third report Mr. Dickinson presented the following plan: —

First. — We may dismiss from our attention all towns and cities that already have special superintendence.

Second. — The towns not yet supplied with superintendents, but which are able and willing to support and give them sufficient employment, may be encouraged to provide them for themselves.

Third. — We may divide the remaining towns into convenient districts, containing not over fifty schools, and enable each district to provide itself with a trained superintendent, who shall bear the same relation to the school committees of the various towns in his district as the city superintendent bears to the committee of the city. A district committee may be organized, which may consist of members selected from the town committees of the various towns of the district. The district committee may choose the superintendent, fix his salary, determine what part of it each town shall pay, and what amount of service each town shall receive.‡

It was this plan in its main features that was made the basis of Mr. Dickinson's efforts for several years following. In these

* Forty-first annual report of the Board of Education, page 73. In 1881 a bill was introduced into the legislature by Colonel Higginson, providing for the appointment of ten district supervisors. It was ably defended by Charles Francis Adams before the committee on education, but failed to pass.

† *Ibid.*, page 68.

‡ Forty-third annual report of the Board of Education, page 76.

efforts he had the hearty co-operation of members and agents of the Board. The plan, embodied in a bill, was presented to the Legislature at various times, but it was not until 1888 that it became a law. The act as it first passed provided that two or more towns, the valuation of each of which did not exceed two and one half million dollars and the aggregate number of schools was not less than thirty nor more than fifty, could unite in employing a superintendent of schools, provided the towns unitedly raised seven hundred and fifty dollars for his support. Upon compliance with these conditions, the towns were to receive one thousand dollars from the State, one half of which was to be paid the superintendent and one half to the teachers.

During the year following the enactment of this law ten districts were formed, and each subsequent year additions to the list were made, until there were fifty-two districts in all — the present number.

PRESENT ASPECTS OF SUPERVISION.

From time to time amendments to the law of 1888 were made, such as reducing the minimum number of schools in the district to twenty-five, making the sum given by the State twelve hundred and fifty dollars, compelling towns to remain in a district three years after it is formed, making it possible for a small town to join a city or large town, and giving any four towns the privilege of forming a district, even though the aggregate number of schools be less than twenty-five. The full text of this law, as amended, is as follows: —

SECTION 1. Any two or more towns the valuation of each of which does not exceed two million five hundred thousand dollars, and the aggregate number of schools in all of which is not more than fifty nor less than twenty-five, or any four or more towns, without reference to the minimum limit in the aggregate number of schools aforesaid, the valuation of each of which does not exceed two million five hundred thousand dollars, may by vote of the several towns unite for the purpose of the employment of a superintendent of schools under the provisions of this act.

SECT. 2. When such a union has been effected the school committees of the towns comprising the union shall form a joint committee, and for the purposes of this act said joint committee shall be held to be the agents of each town comprising the union. Said committee shall meet annually in joint convention in the month of April, at a day and place agreed upon by the chairmen of the committees of the several towns comprising the union, and shall organize by the choice of a chairman and secretary. They shall choose by ballot a superintendent of schools, determine the relative amount of service to be performed by him in each town, fix his salary and apportion the amount thereof to be paid by the several towns, and certify such amount to the treasurer of each town. When such a union has been effected it shall not be dissolved because any one of the towns shall have increased its valuation so that it exceeds two million five hundred thousand dollars, nor because the number of schools shall have increased beyond the number of fifty or decreased below the number of twenty-five, nor, for any reason, for the period of three years from the date of the formation of such union, except by vote of a majority of the towns constituting the union.

SECT. 3. Whenever the chairman and secretary of such joint committee shall certify to the state auditor under oath that a union has been effected as herein provided, that the towns, in addition to an amount equal to the average of the total sum paid, or to the sum paid per child, by the several towns for schools during the three years next preceding, unitedly have raised by taxation and appropriated a sum not less than seven hundred and fifty dollars for the support of a superintendent of schools, and that under the provisions of this act a superintendent of schools has been employed for one year, then upon the approval of said certificate by the state board of education and the presentation thereof to the state auditor, a warrant shall be drawn upon the treasurer of the Commonwealth for the payment of one thousand two hundred and fifty dollars, seven hundred and fifty dollars of which amount shall be paid for the salary of such superintendent, and the remaining five hundred dollars shall be apportioned and distributed on the basis of the amount appropriated and expended for a superintendent in the towns forming such district for the year next preceding, which amount shall be paid for the salaries of teachers employed in the public schools within such district.

SECT. 4. There shall be appropriated annually such sum as may be necessary to carry out the provisions of this act.

SECT. 5. The provisions of section forty-three of chapter forty-four of the Public Statutes respecting the service of school committees without pay in towns wherein a superintendent is appointed shall

not apply to towns uniting in the employment of a superintendent under the provisions of this act.

SECT. 6. Towns whose valuation exceeds the limit fixed by section one may participate in any union formed under the provisions of this act, in the same manner and subject to the same terms, conditions and benefits as towns of valuation within that limit, except as hereinafter provided.

SECT. 7. In any district so formed, including at its formation a town whose valuation exceeds said limit, the allowance by the Commonwealth in aid of said district, as provided in section three, shall not be made to the entire district, but shall first be apportioned to the several towns upon the basis of the amount appropriated by them respectively for the support of a superintendent for the year next preceding, and the warrant upon the treasurer of the Commonwealth shall then be drawn in favor of and only for the portions so assigned to those towns of the district whose valuation at the time of said union did not exceed the limit provided in section one.

SECT. 8. When the valuation of any town in a district formed under any of the foregoing provisions shall have so increased as to exceed the sum of three million five hundred thousand dollars the fact of such excess shall for the purposes of this act have the same force and effect as if the valuation of said town had at the time of such union exceeded the limit of two million five hundred thousand dollars.

SECT. 9. Towns may by vote authorize their school committees to arrange such unions in accordance with the provisions of this act as may be most advantageous, subject however to the approval of the state board of education; and any district so formed by committees so authorized and with such approval shall have the same validity as if formed by direct vote of the towns, as provided in section one.

Approved May 26, 1898.

To make clearer the actual operation of this law, the following facts concerning one of the districts are given:—

Dover, Sudbury and Wayland District.

Towns.	Number of Schools.	Number of Days in the Week given by Superintendent.	Amount paid toward the Salary of Superintendent.	Amount to be paid by State toward Salary of Superintendent.	Amount to be received from State for Salaries of Teachers.
Dover, . . .	4	1	\$150	} \$750 }	\$100
Sudbury, . .	7	1½	225		150
Wayland, . .	14	2½	375		250

This law in its essential features has been in operation for ten years, and its efficiency as a means of improving the schools has been fully tested. Strong testimony of its value is given in the extension and continuance of the union districts. Comparatively few towns have withdrawn from a union to go back to supervision wholly by committees; and in the few instances of this kind that have occurred, the cause was not attributable to the principle of supervision involved in the law. It is the outcome or evolution of efforts which have been making for half a century to solve the problem of efficient supervision in towns of low valuation. That it has not yet wholly solved the problem of supervision in Massachusetts is evident from the fact that there are at the present time as many kinds of supervision as there ever were, from the form of supervision by town committees with the spirit of the old district system, to the expert service of trained professional superintendents. The following table shows the variety of supervision existing at the present time: —

Operation
of the law
authorizing
supervisory
districts.

Variety and
kinds of
supervision
at present.

TABLE I. *Showing the Number of Cities and Towns in which Various Kinds of Supervision are exercised.*

	Number of Cities and Towns.
1. Cities and towns in each of which a superintendent gives full time to supervision,	67
2. Towns in which superintendents give full time to the supervision of the schools of a group of towns not aided by the State,	19
3. Towns in which superintendents give full time to the supervision of the schools of a group of towns aided by the State,	152
4. Towns in which superintendents give part time each to a single town,	4
5. Towns in which the high or grammar school principal acts as superintendent,	23
6. Towns in which the supervision is delegated to a member of the school committee,	5
7. Towns in which the supervision is exercised by the school committee alone,	83

How to unify the work of supervision, as indicated in the above table, and at the same time meet in the best way the needs of the various cities and towns, is the problem before us. Before showing in detail present practices of supervision, or trying to ascertain what duties should devolve upon the super-

intendent and what should be kept in the hands of the school committee, let us see how the service of skilled supervision may be so extended as to be felt in all the schools of the Commonwealth.

SHALL SKILLED SUPERVISION BE MADE UNIVERSAL AND COMPULSORY?

By the terms "skilled" and "professional," as applied to supervision, is meant that supervision which is exercised by superintendents who by their education and experience are supposed to be able to direct wisely the work of teachers. According to this definition, practically all of the first five groups of towns in the above table and most if not all the towns of the sixth group would be said to have skilled supervision. That being the case, it appears from the statistics of these towns that at present ninety-three per cent. of all the schools of the State are under skilled supervision, and that the population of cities and towns having such supervision comprises ninety-five per cent.

Skilled or professional supervision defined. of the entire population of the State. Moreover, of the towns not having superintendents, forty-one towns either have been under skilled supervision or have signified their desire at one time or another to join a district, but, on account of the inconvenient distance to other towns which had expressed a similar wish, they have not been able to do so. As a matter of fact, therefore, there are but forty-two towns which have not had at some time a professional superintendent of schools or expressed a wish to have one. In view of all these facts, it is fair to ask whether an agency which is helpful to such a large percentage of the schools should not be extended so as to reach all the schools of the Commonwealth, by a compulsory law.

Extent of skilled supervision. It is of course always a question how far the powers of the majority should be exercised in government. It is admitted that the intelligence of the whole people is necessary to the preservation of the Republic. So far as good schools contribute to such intelligence, the State is justified in obliging all towns to establish them. The same reason which justifies the State in compelling towns to support schools for a given time in the year, justifies

Justification for State control.

it in taking such means as will insure good ones. It was the same principle of self-government and protection which prompted the early settlers of Massachusetts to compel towns of a certain size to support schools. It was the same principle which led to the passage of compulsory laws relating to local taxation for the support of schools, subjects of study to be pursued, length of the school year and time of attendance by children between seven and fourteen years of age. If the State is justified in regulating the quantity of schooling, it is justified in regulating the quality of it.

Mandatory legislation in relation to the schools in Massachusetts has been simply a crystallization of a general or an almost universal practice. The principle of local self-government has been respected, but it has been deemed wise sometimes to force towns or individuals to follow a course which conduces to the welfare of the State at large, on the principle that whatever affects one portion of the State affects the whole. The course has usually been to follow the practice or expressed wish of a few towns by permissive legislation, and, when a large number of towns have adopted the permitted measure, to make it compulsory by law. Legislation took this course in relation to making it obligatory on the part of all schools to provide instruction in certain subjects of study. Essentially the same course was pursued in the fixing and lengthening of time for compulsory attendance, in the adoption and in the abolition of the district system, and in the providing of free text-books.

The decline and abolition of the district system affords an interesting example of the evolution of a desired reform, inasmuch as between that reform and that of putting skilled superintendents over all the schools there is a close resemblance. In the elimination of prudential committees and the assumption of their duties by town committees there was seen to be a distinct improvement in the substituted service, especially in that part of it relating to the procuring of teachers; just as a great improvement in the schools is observed in the substitution of the service of a skilled superintendent for that of the school committee, who have no training for the work and can give but little time to it.

Legislation
a crystalli-
zation of
an almost
universal
practice.

A precedent
afforded
in the aboli-
tion of the
old district
system.

Moreover, the same reluctance to the placing by law of all the schools in the hands of school committees twenty years ago exists to-day to the transfer of some of the supervisory duties of those officials to skilled agents. Then, as now, there was expressed the fear of centralization, and there was urged the injustice of forcing towns to carry out a policy against their will. Then, too, as now, there was the opposition of men whose personal interests would be sacrificed in the change. It is curious to note that exactly as many towns failed to give their full assent to giving up the old district system when the law passed compelling them to do so, as are now showing their unwillingness to join a union district for the employment of a superintendent.*

Among the friends of skilled supervision there are found occasionally those who say that each town needs a superintendent of its own, and not "a third or fourth part of a superintendent;" and that, when a town is unable to employ a superintendent of its own, the principal of the high school or grammar school should act as superintendent. Most men who have acted as teacher and superintendent at the same time will reply to this that the duties in the two positions are so different that the work of neither is satisfactorily done. When the duties properly belonging to a superintendent are discussed, it will be shown why the full time and powers of a man or woman are needed for the office, and why at the same time no conflict need arise by one person's assuming the supervision of the schools of two or more towns.

There are others who do not think it necessary to confine the superintendent's work to so small a number of schools as the present district plan includes. They would have the county supervision which prevails in the south and west, in which certain powers of selecting teachers are given to the superintendent, who is enabled to visit the schools but once or twice a year. It need not be said, to those who are acquainted with the two plans, that

* At the time of the final abolition of the old district system, in 1832, there were 39 towns affected by the law. While there are now 78 towns which would be affected by a law making universal the present supervisory district plan, just half of this number it is estimated have voted at one time or another to join other towns in forming a district.

county supervision is not to be compared in effectiveness to that of our small districts, in which the work of teachers is directed by frequent visits and meetings. The difference will more clearly appear when the duties of superintendents are considered in detail.

One objection urged against the universal extension of the plan of district supervision to all parts of the State is the impracticability of carrying it out fully without making districts of towns widely distant from one another, or without joining together towns under one superintendent which are widely different in their conditions and needs.

The first objection may be met by putting the formation of districts into the hands of the Board of Education or a special commission appointed for the purpose, it being assumed that the selection for a given district will be left to the towns themselves, so far as such selection does not Objections answered. conflict with the interests of other towns. To secure the necessary permanence of district organization, it will be advisable to make new division lines only once in three or five years, the assignment of new towns being made by the board or commission. Intervals of reorganization should not be longer than five years, on account of changing conditions, which may demand a readjustment of boundary lines.

The second objection is more imaginary than real, for it should be understood that a superintendent is working under the direction or rules of the committee whose schools he is supervising. For example, if he is superintendent of schools in two towns, giving two days a week to A and three days a week to B, he is subject to the rules of the committee in A while he is working for that town; during the other three days he is under the direction of the committee in B. As a matter of fact, no difficulty has ever been found by superintendents working in towns whose schools are maintained under different conditions. It should be said, however, that superintendents can use the same courses, examinations and records in two or more towns whose schools are working under like conditions, and thus are able to economize both time and strength. This is only one of several circumstances which would determine what towns should form a district.

In considering the matter of a compulsory supervision law, it should be assumed that each of the cities and large towns would constitute a supervisory district, and that for other towns a maximum and minimum number of schools should be established, as necessary to constitute a district. It should also be assumed that for the cities and some of the towns no assistance from the State should be given, while for others such assistance will be needed. The apportionment of expense for the latter towns could be made after any one of three plans:—

Three plans
of appor-
tioning ex-
pense.

1. The most direct way would be simply to extend the plan pursued under the present law, by which the towns forming the district pay one-half the minimum salary of the superintendent, with some assistance from the State for teachers' salaries. If this plan is followed, only a slight readjustment of division lines would have to be made, so as to include towns not now in districts.

2. A second plan might be based upon the present plan, the chief difference being the omission of payment by the State on account of teachers' salaries. In that case it might be well to make the sum paid by the State one thousand dollars instead of twelve hundred and fifty dollars, the total amount paid at present by the State to districts. By this arrangement the first and only expense of the towns of a district would be but five hundred dollars, to be paid by the towns in proportion either to the time spent by the superintendent or to the number of schools. On some accounts this adjustment of expense to districts would seem a fairer one than exists under the present plan, by which the district really pays but two hundred and fifty dollars. It can be readily seen that the five hundred dollars paid by the State "for the salaries of teachers," whatever the original intent of the law, is really a contribution to the towns for the support of their schools.

3. The ideal amount of assistance from the State for each town would be regulated by its actual needs. An approach to this ideal could be reached by adopting a plan by which the amount expended by each town would be determined by the number of schools and amount of valuation. By this plan every city or town having a valuation of more than a given

sum, say two and one-half million dollars, would bear the entire expense of the superintendent if the city or town alone constituted a district. If two or more towns of such valuation were united to form a district, the time of the superintendent and expense for each town would be apportioned by the school committees of the district. For all other towns, upon the assumption that each district paid five hundred dollars a year, the expense could be apportioned, first, upon the basis of the number of schools, and afterwards upon the valuation. For example, every town in a district might pay fifty dollars a year for every five schools it has or fraction thereof, and an additional sum in proportion to its valuation above two hundred thousand dollars.

The expense to the State under any one of the above plans would not be greatly in excess of what is now paid by the State to districts. On the basis of forty schools to a district, there would be but fourteen additional districts for the five hundred and forty-four schools not now under supervision in towns having a valuation of less than two and one half million dollars. Under the second plan proposed, the expenditure by the State on account of the sixty-six districts would be sixty-six thousand dollars, an excess of only three thousand dollars over what is now paid.

But the chief point to be considered in this matter is not one of expense or of ways and means. The first and most important question is, Will the schools be improved by the proposed change of administration? That there are some poor schools now under the supervision of superintendents must be admitted. That there are superintendents who are not doing as well as they ought to do must also be admitted. It is not claimed that a superintendent can always make good schools under poor conditions, or that there are no superintendents who fail to do good work. There is no such claim for teachers, and yet no one would think of condemning the business of teaching because of the failure of a few. There are such persons also as poor clergymen and poor physicians, and yet the work they are failing to do is not suffered to go undone. Given good

Expense to
the State of
universal
supervi-
sion.

Benefits de-
rived by
skilled su-
pervision.

men and a good opportunity, the new profession of skilled supervision will show as good reason for being as either of the old professions. There are abundant instances to prove the truth of this assertion. There are good schools to-day, and many of them, in the place of poor schools ten years ago, largely through the instrumentality of earnest, faithful superintendents. Scores and hundreds of persons could be brought forward who would testify to the improved condition of the schools, brought about by skilled supervision, some of the witnesses being persons who were formerly opposed to the plan.

It is said by some that improvement is going on in places where there are no superintendents. That may be true, but the improvement is in spite of, and not in consequence of, existing conditions. There are conditions existing here in certain towns of Massachusetts to-day quite as unpromising for good schools as ever existed under the old district system. In some towns schools are being deliberately parceled out to members of the committee, each member having one or more schools of which for a given time he has entire charge, including care of buildings, furnishing of supplies and employment of teachers. Each member interferes with no other member so long as he is not interfered with. Any one can see that there could not exist such possibilities of fraud, favoritism and nepotism without being sometimes realized. It is from such dangers as these that our laws, so far as they can do so, should protect the schools. The placing of superintendents in communities where such conditions exist may not wholly eradicate the evils, but it will be the first step. A good superintendent, alive to the opportunities he has, cannot fail to assist in creating a public opinion in favor of good schools. He will help to form a healthy sentiment in relation to the need of well-ventilated, well-equipped and beautiful schoolrooms, of the regular attendance of pupils, of procuring the best teachers that can be had, and of all other features of good schools, which can be attained only by the watchful oversight and direction of one who gives his whole time to the work.

What the duties of such an official should be to secure the best results will next be considered.

THE DUTIES OF A SUPERINTENDENT OF SCHOOLS.

Whether the supervision of schools is made compulsory or not, the kind of work done in such supervision becomes a matter of great importance, both because it determines in large degree the character of the schools, and also because upon it depends the efficiency, and sometimes the length, of the superintendent's administration. Much of the friction which now exists between superintendents and those with whom they have official and personal relations would be avoided if the duties of all school officials were carefully defined. The teacher, superintendent and school committee all have separate functions, which must not be confused or uncertain, however closely they may touch or even overlap one another.

Necessity
of defining
duties of
superin-
tendent.

We have seen that the superintendent's function has grown or evolved out of the function of the school committee. What part of the duties of the committee has been assumed by the superintendent and what new duties have been developed in the changed character of the supervision are best seen in the actual practice of the superintendents at the present time. That practice is shown in the following table, which is made up from returns lately received from the superintendents of schools of two hundred and thirty-three cities and towns of Massachusetts :—

TABLE II. *Showing the Duties performed by Superintendents of Schools in Two Hundred and Thirty-three Cities and Towns of Massachusetts, and the Degree of Authority exercised.*

DUTIES.	NUMBER OF TOWNS IN WHICH CERTAIN DEGREES OF AUTHORITY ARE EXERCISED BY SUPERINTENDENTS.				
	None.	Advisory.	Joint.	Full.	Unanswered or Uncertain.
1. Selection of text-books,	8	86	44	92	4
2. Selection of reference books,	9	88	38	93	5
3. Selection of apparatus,	6	81	35	103	8
4. Making of course of studies,	3	41	21	164	4
5. Nomination or certification of teachers,	19	67	40	95	12
6. Appointment of teachers,	45	99	60	21	18
7. Suspension of teachers,	41	104	56	16	16
8. Dismissal of teachers,	48	102	61	15	7
9. Inspection and direction of teachers' work,	-	3	8	218	4
10. Calling and conducting teachers' meetings,	-	2	2	224	5
11. Promotion of pupils,	4	16	19	187	7

The answers from which the above table was compiled contained some explanations which might give a somewhat different showing, if the analysis of the superintendents' authority had been more finely drawn; yet enough is given to show that a remarkable degree of power is put into their hands.

In respect to such duties as the appointment of teachers and selection of text-books, which by law devolve upon the school committee, the explanation is made, in most instances when the answer is "full," that special authority is given, or that the advice of the superintendent is always followed.

A few answers are given in the returns "practically full." These are counted in the table as "full."

The answer "full, subject to approval," is counted as "advisory."

In some cases, especially in country towns, the superintendent is authorized to act with a teacher or local member of the committee with full powers; this power is indicated in the table as "joint."

In some of the answers to the question as to what proportion of the superintendent's time is given to what may be called professional supervision, or duties enumerated above, there was an evident misunderstanding as to what was meant; for, after giving "full time," or "all the time," several superintendents named other duties which they were expected to do, and many district superintendents gave the proportion of time spent in a certain town. The object of the question of course was to ascertain how much of the superintendent's time was given to work which was most profitable to the schools. The replies given by those who understood the purpose of the question show that in one third of the towns at least the proportion of time given to strictly professional work ranges from sixty to one hundred per cent., many superintendents replying "practically all."

There is no means of judging from the returns how many of those who failed to answer the question are given unnecessary clerical or non-professional work, except from answers to the question, "What duties do you perform not named above?" The answers to this question are many and varied. Chief among the duties named are "purchasing supplies," "distributing supplies," "acting as secretary," "caring for school property," "seeing to repairs," "keeping records," "looking after truants," "making out labor certificates," "serving as truant officer," "office work." Enough is given in the replies to show that some superintendents are spending much time upon duties which ought to be performed by the school committee or by a clerk. The following extracts from the statements of five superintendents indicate the character and extent of certain kinds of non-professional work which many superintendents are obliged to perform:—

I am secretary of the school committee, and purchasing agent for books and supplies. I supervise the distribution of books and supplies, performing much of the manual part of putting them into packages. I have much of the responsibility of attending to repairs of buildings. In general, I am largely responsible for the business management of the schools.

There are very few duties in connection with the schools that do not fall to my lot to either perform myself or to push forward.

I do everything which falls to the school committee to do.

Am required to keep an account with each school of all books, apparatus and general supplies furnished, as well as an account with each publishing house from which we purchase. Am also required to collect tuition money from non-resident pupils. Also distribute all supplies.

I arrange for repairs, and supervise the same; purchase fuel (wood and coal), perform all bookkeeping, draw all warrants and pay all bills; buy all supplies, unpack, deliver and keep record of the same; look out for transportation of pupils; issue all labor certificates and keep a record of them.

The returns indicate that in the cities and larger towns regular rules are established by the school committee for the guidance of superintendents, while in the smaller towns the superintendents act generally by a tacit understanding or general usage.

For purposes of comparison, and with a view of getting all the evidence possible in helping to determine what duties belong to a school superintendent, the following tables are given. The first table, Table III., is made from returns received from thirty-nine cities and towns in New England outside of Massachusetts; Table IV. records the practice in forty cities and towns outside of New England, which were reported in 1890 as having a population between ten thousand and fifteen thousand; Table V. relates to thirteen cities outside of New England, having in 1890 a population between fifty thousand and one hundred thousand.

TABLE III. *Showing the Duties performed by Superintendents of Schools in Thirty-nine Cities and Towns of New England outside of Massachusetts, and the Degree of Authority exercised.*

DUTIES.	NUMBER OF TOWNS IN WHICH CERTAIN DEGREES OF AUTHORITY ARE EXERCISED BY SUPERINTENDENTS.				
	None.	Advisory.	Joint.	Full.	Unanswered or Uncertain.
1. Selection of text-books,	2	25	3	7	2
2. Selection of reference books,	2	20	3	11	3
3. Selection of apparatus,	2	19	2	12	4
4. Making of course of studies,	-	11	10	17	1
5. Nomination or certification of teachers,	5	14	4	15	1
6. Appointment of teachers,	15	15	4	3	2
7. Suspension of teachers,	12	14	3	8	2
8. Dismissal of teachers,	12	17	3	5	2
9. Inspection and direction of teachers' work,	-	-	3	25	1
10. Calling and conducting teachers' meetings,	-	-	2	36	1
11. Promotion of pupils,	-	2	3	33	1

TABLE IV. *Showing the Duties performed by Superintendents of Schools in Forty Cities outside of New England, having a Population between Ten Thousand and Fifteen Thousand, and the Degree of Authority exercised.*

DUTIES.	NUMBER OF CITIES IN WHICH CERTAIN DEGREES OF AUTHORITY ARE EXERCISED BY SUPERINTENDENTS.				
	None.	Advisory.	Joint.	Full.	Unanswered or Uncertain.
1. Selection of text-books,	3	23	3	10	1
2. Selection of reference books,	-	17	3	20	-
3. Selection of apparatus,	1	18	2	20	-
4. Making of course of studies,	-	9	3	28	-
5. Nomination or certification of teachers,	4	17	7	11	1
6. Appointment of teachers,	4	24	6	4	2
7. Suspension of teachers,	5	18	8	9	-
8. Dismissal of teachers,	8	24	6	2	-
9. Inspection and direction of teachers' work,	-	-	-	40	-
10. Calling and conducting teachers' meetings,	-	-	1	39	-
11. Promotion of pupils,	1	-	1	38	-

TABLE V. *Showing the Duties performed by Superintendents of Schools in Thirteen Cities outside of New England, having a Population between Fifty Thousand and One Hundred Thousand, and the Degree of Authority exercised.*

DUTIES.	NUMBER OF CITIES IN WHICH CERTAIN DEGREES OF AUTHORITY ARE EXERCISED BY SUPERINTENDENTS.				
	None.	Advisory.	Joint.	Full.	Unanswered or Uncertain.
1. Selection of text-books,	-	9	4	-	-
2. Selection of reference books,	-	10	3	-	-
3. Selection of apparatus,	-	8	4	1	-
4. Making of course of studies,	1	7	2	3	-
5. Nomination or certification of teachers,	1	8	2	1	1
6. Appointment of teachers,	3	6	1	2	1
7. Suspension of teachers,	3	3	1	6	-
8. Dismissal of teachers,	4	8	1	-	-
9. Inspection and direction of teachers' work,	-	1	1	11	-
10. Calling and conducting teachers' meetings,	-	1	-	12	-
11. Promotion of pupils,	1	3	1	8	-

It will be seen from the above tables that essentially the same range of powers is exercised by superintendents in all parts of the country, and that the degree of authority exercised in southern and western cities is not unlike that of our own town and district superintendents. The Powers of superintendents compared. advisory power of nominating teachers is relatively less extensive here than elsewhere; but the loss is more than made up by the larger percentage of superintendents who have the full power of such nomination. In the appointment of teachers, however, the percentage of superintendents having no power at all is far greater here than it is in other parts of the country.

It will be observed that, large as is the percentage of superintendents in Massachusetts who exercise full power in the promotion of pupils, the percentage is even larger outside of Massachusetts. In the case of the superintendent cited in

Table III. as exercising only joint power in the promotion of pupils, it should be said that he acts jointly with the principals, probably with full power delegated to him by the board.

In respect to the proportion of time given by superintendents to what may be called professional duties, there appears to be no great difference in the reports received. In the State of New York the secretary of the board is by statute the superintendent of schools, and as secretary is the executive officer of the board, and keeps its records and accounts.

A superintendent of one of the forty towns included in Table III. writes that he spends three fourths of his time in business details; but that he has an assistant, who spends his full time in school inspection and other professional work.

Another superintendent from the same list reports: "Owing to the fact that our laws do not permit the employment of a business manager, most of the duties that would devolve on this officer necessarily fall on the superintendent, such as the purchase and distribution of supplies, making provision for needed repairs and improvements, the purchase of library and other books, passing on questions pertaining to the discipline of the schools. These and many minor yet important matters consume much of my time."

Another superintendent, after mentioning several duties not professional which he performs, says: "It would be tedious to enumerate all the things I do and have to do." One wonders, if the enumeration of the duties is tedious, what the doing of them must be.

By comparing the figures given in the four tables above respecting the "joint" power exercised by superintendents, it will be observed that a larger proportion of superintendents exercise that power in Massachusetts than in other States. This may be due to the quite general practice of having special committees or sub-committees, ^{Supervisory powers of sub-committees.} in conjunction with whom the superintendent acts. When, as in several instances reported, these committees exist only in name, and report whatever the superintendent advises, but little harm is done; but when, as in one city, the sub-committees upon special subjects, as drawing and singing, have more authority respecting text-books and courses than the superin-

tendent and even the special teachers themselves, the uselessness, not to say positive harm, of sub-committees is apparent.

Perhaps the injurious results of supervision by or through sub-committees are most obvious in the practices of so-called district committees which have charge of a certain number of schools. Here, again, if the committees respect the professional judgment of the superintendent and are guided by it, few mistakes are made, — provided, of course, the superintendent is worthy of the trust; but if, as is frequently the case, his recommendations are ignored or not called for, there are likely to be mistakes committed, either through errors of judgment or something worse. The tendency in some places is for these district committees to have a tacit understanding that one committee will not interfere with or disapprove what another committee does. Under such conditions, it is easy to see how duties like the selection and assignment of teachers and the promotion of pupils will be practically taken out of the hands of the superintendent. Probably the worst or most glaring results of such practice exist in country towns where the schools are given into the charge of individual members as already described.

Viewing broadly the reports of present practices among superintendents, we find that their duties may be classed under two divisions, one division including matters which relate directly to pedagogical interests, and the other including financial or business details. These two kinds of duties may run into each other, and it may be occasionally difficult to say of a specific act whether it belongs to the pedagogic side or to the business side of the school. Yet, in the main, they may be separated, and such separation may aid in determining which of them properly belongs to the superintendent.

It should be said at the outset that there are two ways of looking at the function and duties of a superintendent, — one from the standpoint of what ought to be done under right conditions, and the other from the standpoint of what is best to be done under given conditions. In what follows, both views will be considered; always, however, with the assumption that both school committee and superintendent are able to

Influence of district committees.

Two classes of duties performed by the superintendent.

perform the duties that belong to them, and are willing to work with an eye single to the best interests of the schools. No theory of functions can be devised to reach incompetence or untrustworthiness.

One fact is brought out clearly by the returns,—the fact that a superintendent should be employed to do, not what the school committee can do, but what they cannot do. His service ought to be that of an expert in matters pertaining to the teaching and training of children, with only so much of business details as has a close relation to the great purpose for which the schools are maintained.

The superintendent
an expert.

Supervision in general has to do with school buildings and equipments, course of studies, teachers, pupils and parents. In the construction and permanent repairs of school buildings there is needed some advice which relates to the convenience of the school and health of the pupils, such as the arrangement of rooms and means of ventilation. This advice should be given by the superintendent, matters of detail being left to the school committee or building committee. Slight repairs should be ordered directly by the teachers, by a special official or by any other means which will occasion the least possible delay. The superintendent should not be burdened with such matters, which, though of limited amount for each teacher, may in the aggregate be a burdensome and time-consuming task for him. The same may be said of the care of buildings. Janitors should be appointed who can themselves make small repairs, and who may within certain limits order work done which they are not able to do.

Super-
vision in
relation to
school
buildings.

In matters of equipment, which includes everything that is needed to carry on the school, the superintendent's advice should be given respecting the kind and quantity desired. So far as furniture and furnishings are concerned, his advice may or may not be followed by the committee; but in respect to text and reference books the prerogative of the superintendent should extend so far as to forbid any books to be selected in opposition to his recommendation. Needed apparatus and ordinary supplies should be ordered under the direction of the superintendent, either by the teach-

School
equipment.

ers or by an agent appointed for the purpose. Their distribution should be provided for in other ways than by the superintendent's personal care. It is poor economy to give the work of an expressman or errand boy to a highly paid official. In country districts, however, where the schools are far apart, some of the work of distribution may be done by the superintendent with little loss of time on his part.

In all the work of supervision, no greater technical or professional work is needed anywhere than in the making of a course of studies, and the superintendent alone should do it, or be responsible for it. For reasons of protection against possible contingencies, the course should be ratified by the committee, but no additions or omissions should be made without the superintendent's sanction. The course of studies is to teaching what the mariner's chart is to navigation, and no unprofessional hand should tamper with it.

Full power should be given to the superintendent to nominate teachers, and, when elected, to assign them to the schools in which they are to teach. Power also should be given him to fill temporary vacancies by substitute teachers. He should inspect and examine the schools frequently, and make such suggestions to teachers as to teaching and discipline as will assist them in their work. These suggestions may be made to teachers individually or to them collectively in teachers' meetings, which he should have power to call. Sometimes the suggestions will need to be made by class recitations conducted by the superintendent or by some one appointed by him.

The function of suspending and dismissing teachers, as well as of electing them, should be performed by the school committee by recommendation of the superintendent. Good reasons are assigned for giving the power to suspend and dismiss teachers to the superintendent; but the reasons for withholding that power from him and putting it alone in the hands of the committee are strong enough, at least, to make doubtful the policy of the assumption by the superintendent of the full power either to suspend or dismiss teachers.

By a knowledge of pupils gained through inspection and examination and by the advice of teachers, he should arrange for

the proper classification and promotion of pupils. For such important functions he alone should be responsible. Only in this way can be avoided the mistakes of the varying standards of teachers' judgment on the one hand, and of the pressure upon school committees for unmerited promotions on the other. Wise plans should be made by the superintendent for the placing of each pupil at any time where he can do the most for himself.

Aid through counsel and active support should be given by the superintendent to the school committee, teachers and attendance officers for the securing of punctual and regular attendance of pupils at school. He should promptly report all violations of the law relating to school attendance, and help in its proper enforcement. For the possible protection of the superintendent from thoughtless attacks of offended parties, the school committee should assume the responsibility for the enforcement of any rule relating to excuses for absence and the suspension or dismissal of pupils.

The superintendent's duty to the people and patrons of the schools cannot be set forth in formal phrase. By all ways in his power he is to keep up an enlightened public sentiment in regard to the schools, and to aid in fostering a cordial co-operation on the part of all who have any part in their maintenance. By reports, public addresses, parents' conferences, newspaper articles and private conversation he is to honestly and fearlessly tell the truth as to the needs of the schools and the hopes and plans he has for their improvement.

This brief and imperfect statement of the powers and duties of school superintendents is the standard of the best practice to-day in this country, and in most respects is attained in a majority of the cities and towns of Massachusetts. There is no reason why its main features may not be adopted in all.

In circumstances where the superintendent cannot attend to details, as in cities or large areas of schools, he may delegate certain duties to principals of schools or other teachers, holding them to the same responsibility which he assumes to the school committee. In a system of schools that requires much clerical work, that work should be done by a clerk, so as to allow the superintendent all the

Classification
and
promotion
of pupils.

School
attendance.

Duty to
people and
patrons.

Details
to be
delegated.

time possible for professional duties. To avoid any misunderstanding, carefully prepared rules should be adopted by the committee, defining the duties of the superintendent in all important features of his work, and giving him the largest freedom consistent with a proper recognition of the rights and responsibilities of the school committee.

The following rules embody the recommendations and suggestions which have been made in this report relating to the duties of a superintendent of schools. They may serve as a basis for the rules of school committees who are willing to put so large a part of the direct work of the school in the hands of the superintendent.

RULES RELATING TO THE DUTIES OF THE SUPERINTENDENT OF SCHOOLS.

I. *General Powers.* — It is the province of the superintendent to manage and direct the work of instruction and training in the schools, and to advise in all other matters which have any relation to such work.

II. *School Buildings.* — In all work of construction and alteration of school buildings the superintendent shall advise respecting matters which relate to the convenience of the school and health of the pupils.

III. *School Equipment.* — He shall advise as to the kind and quantity of furniture and furnishings needed for each school. He shall also recommend all text-books and reference books that are needed, and no books shall be selected by the board in opposition to his recommendation. Apparatus and ordinary supplies within the appropriation made by the board for that purpose may be ordered under his direction as they are needed.

IV. *Course of Studies.* — He shall prepare and recommend to the board for adoption a course of studies for the schools, and any changes that he may from time to time deem advisable. No course of studies or any part of a course shall be adopted without the sanction of the superintendent.

V. *Teachers.* — It shall be the prerogative of the superintendent to recommend suitable persons for positions as teachers, and the board shall elect no teacher not recommended by the superintendent. He shall assign to places all teachers elected by the board, and transfer teachers from one school to another whenever in his opinion such transfer will secure greater efficiency in the schools.

He shall fill all vacancies occasioned by the absence of teachers,

and recommend to the board the suspension or dismissal of any teacher, whenever in his judgment such suspension or dismissal is necessary for the good of the schools.

He shall inspect and examine the schools frequently, and make such suggestions to teachers as will assist them in their work. He shall at proper times hold meetings of teachers for a discussion of the principles and methods of school work, and shall at his discretion give permission to teachers to attend teachers' conventions or institutes and to visit schools.

VI. *Pupils.* — The superintendent shall arrange for the proper classification and promotion of pupils, with the sole object of placing each pupil at any time where he can do the most for himself. He shall excuse any pupil from pursuing one or more subjects of study and from attending school a portion of the time, whenever in his judgment the best interests of the pupil are served by such action. He shall pass judgment in the case of suspended pupils, either returning them to the schools or reporting them to the school committee, with such recommendations as he may see fit to make.

VII. *Meetings of the Board.* — He shall attend all meetings of the board, and have the privilege of speaking upon any question before it, but not of voting. Opportunity will be given him at each regular meeting to make a report upon the condition of the schools, and to present recommendations for its action.

It will be observed that the foregoing rules do not treat of the minor details of the superintendent's duties, such as keeping needed records of his office, ringing the bell for no session of the schools, and providing for the transfer of ^{Other} pupils. Nor are those duties mentioned which he ^{duties of} is required by law to do, such as excusing cases of ^{superintendent.} necessary absence from school and signing school attendance blanks. All these and other duties are either understood or may be defined at any time by special vote of the board. Moreover, the proposed rules do not hedge him about with requirements and restrictions as to the precise manner in which he should spend his time. The rules should be made upon the presumption that the superintendent is a person of ability, common sense and integrity. If he is wanting in any one of these necessary virtues, no rules will make him what he ought to be, and no rules ought to be necessary to show to the committee his unfitness for the work.

The question may be raised whether the powers and duties

of a superintendent of schools, as outlined above, fairly or fully meet the needs of supervision in the large cities. It has

School supervision in large cities. been assumed in recent years that such cities present difficulties which cannot be met by means ordinarily used in the smaller cities. So strong is this feeling

in some cities, that a radical change of school administration is advocated by earnest reformers. No doubt the form of the superintendent's work should vary somewhat with the number of schools he has to care for; but it is a serious question whether the great extent of his work should lessen the professional character of it. With the assistance that ought to be given, and conditions of freedom from politics, there is no more reason why a superintendent of a large system of schools should be engrossed in unprofessional administrative details than is the superintendent of a small system. The chief difference lies in the amount of work delegated to others. There is needed the same professional knowledge to properly direct the work in both positions, and the responsibility, though differing in amount, does not materially differ in kind. With a very small

Professional supervision needed for all systems. system of schools the superintendent personally directs the teachers and attends to the few needed matters of business. In a small city system he should have the aid of a clerk to attend to business details, and supervising principals and special teachers to whom

he can delegate certain supervisory duties. In a larger system he should, in addition to these helpers, have one or more assistant superintendents to aid him, and a business manager to whom all matters of repairs and supplies should be committed. In all these positions the superintendent ought to have a clear professional policy, and see that it is carried out. It is believed, therefore, that the functions here laid down might well be exercised by superintendents in any system of schools. They at least may serve as a basis or guide for that division of functions and responsibilities between a school board and the superintendent which is necessary to harmonious relations and the most effective service. The fact that such powers and duties of superintendents as are outlined above are not exercised in all towns and cities by the Commonwealth may naturally prompt the inquiry whether they, or some other carefully considered functions, should not be established by law.

IS A LAW REGULATING THE DUTIES AND ELECTION OF A
SUPERINTENDENT OF SCHOOLS DESIRABLE?

In section 43, chapter 44 of the Public Statutes, the law provides that "A city by ordinance and a town by vote may require the school committee annually to appoint a superintendent, who, under the direction and control of said committee, shall have the care and supervision of the public schools." Provision is also made in two laws for the union of two or more towns for the purpose of employing a superintendent. No specific duties of the superintendent are here mentioned, and none are mentioned elsewhere except in section 3, chapter 496 of the laws of 1898, in which under certain circumstances the opinion of the superintendent may be given; and in section 12 of the same chapter, in which the superintendent is authorized to excuse cases of children's necessary absence from school; and in chapter 494 of the Acts of 1898, in which he is charged with certain routine duties in relation to attendance and labor certificates.

Laws
relating to
superin-
tendent of
schools.

In view of the very general acceptance by the people of the principle of this form of supervision, and the common assumption by superintendents of extended powers of administration, the question has been raised whether the office of superintendent might not be made more effective by making certain specific duties of his obligatory by statute law, and whether for the same reason some legislation might not be made with reference to his term or tenure of office.

To ascertain the opinion of the superintendents themselves upon these points, the following question was asked them in the circular letter before referred to: "What provision of statute law would you think desirable respecting the election or duties of a city or town superintendent of schools?"

Full and positive replies were given by a large number of the superintendents, a majority affirming that the superintendent after trial should be elected for a term longer than one year, or during the pleasure of the school committee; and more than a third recommending that some legislation is desirable respecting the duties of the superintendent. Many superintendents either did not answer the second part of the question at all, or gave testimony to the

Opinions of
superin-
tendents.

fact that no legislation was needed in their own city or town. But few, less than a dozen in all, took the ground that no designation of duties by law was necessary or desirable. From the answers of those who oppose any legislative recognition or definition of the superintendent's duties the following statements are quoted:—

None. If the superintendent and school board clash, law cannot remedy the evil.

I do not think it wise to define the duties of a superintendent by *statute*. The best results, all things considered, will be secured by allowing every superintendent to work out his own salvation in this respect.

Duties are best delegated from the committee; if harmonious, they will give abundantly; if inharmonious, too much power from without is dangerous. School power should not get too far from the people and those responsible for them.

I think it better to let the duties remain subject to the process of evolution. Elasticity is to be desired. When that is absent in one particular it cannot be secured by positive enactment without danger of destroying it in other particulars.

Opinions in favor of legislation differ widely as to extent and kind. The following extracts from replies indicate the diverse character of superintendents' views:—

Whatever power, other than advisory, is to be conferred on the superintendent, should be conferred by law.

I favor (1) legislation requiring the election of teachers from lists of properly qualified candidates nominated by the superintendent; (2) increased authority (perhaps full authority) in the choice of text-books; (3) increased authority in the expenditure of the annual appropriation for text-books and supplies.

The superintendent should be authorized by law to make courses of studies; to nominate, certificate and suspend teachers; to direct the work of the teachers and to promote pupils.

The superintendent should be made by law the executive officer of the school board. The work of the board should be limited strictly to legislative functions.

I believe a law ought to make it impossible for a school board to elect any teacher not recommended by the superintendent.

His duties should be defined by law. He should have full power

in connection with the eleven points enumerated (see tables II.-IV.) unless his acts are forbidden by a two thirds vote of the school committee.

A law establishing greater control by State authorities.

A few superintendents seem to take a middle ground in this matter, by advocating the insertion of a clause in the present law which will indicate the general scope of the superintendent's office, such as "who shall be the executive officer of the board." One superintendent would go a step further, in an amendment which would read as follows: "He shall act as executive officer of the committee in the care and supervision of the schools and all other matters connected with the school department, and shall be subject to the direction of the full committee only." Several believe that the duties of the superintendent should be more clearly defined by law, but think the time is not ripe for it.

The above testimony, as to the desirability of more clearly defining by law the duties of the superintendent and committee, is all from our own State. No new light upon the subject is given in the testimony of superintendents from other States, which indicates the same difference of opinion as exists here. Nor do the practices of other States aid us in solving this question.

Practice
in States
outside of
Massachu-
setts.

Few States give any more power to city and town superintendents, or prescribe any more duties by legal enactment, than does Massachusetts. The laws of California prescribe certain powers and duties to the city superintendent. He is obliged to attend and take part in the convention of superintendents called by the State superintendent, to report to the State superintendent a census of children, and to approve the appointment of school census marshals. He is also by law chairman of the city board of examination, and may not engage in teaching if his salary as superintendent is fifteen hundred dollars or more. However useful the prescription of such duties may be under the California system, certainly under our own system they would be unnecessary or useless.

Specific and greatly extended duties are prescribed for county superintendents in some of the western and southern States;

but, as such supervision bears no resemblance to our town and district supervision, its methods cannot aid us materially in determining what, if any, legislation is needed in relation to the election and duties of superintendents.

One fact should be borne in mind in considering this question, and that is, the employment of a superintendent of schools is entirely optional on the part of our cities and towns, with

**Reasons for
deferring
legislation
in relation
to duties.** the exception of those cities whose charters provide for the appointment of such an official. To prescribe duties of a specific nature under such circumstances might have the effect of discouraging the

appointment of superintendents. When the office of superintendent becomes universal and fixed, like that of the school committee, its powers and duties may be as well defined by law as are those of that body; indeed, the history of supervision by school committees may be a guide of what we ought to expect in supervision by superintendents. It will be recalled that the law of 1789 gave towns permission to choose a special committee to look after the schools, instead of the ministers of the gospel and selectmen. Their duties as designated by the statutes were very general, viz., to secure good attendance at school of the children, to visit the schools once in six months, and to inquire into their regulations and discipline and the proficiency of the pupils. It was not until 1826 that the choice of a school committee was made mandatory upon the towns. At the same time the duties of the school committee were defined, being substantially the same as those required at the present time. In like manner may not the designation and definition of the duties of the superintendent well wait for the time when the employment of such an official is made universal and compulsory throughout the State? When that time comes, the duties now performed by some superintendents may be made compulsory for all by legal enactment. In the mean time, we may with some complacency wait, knowing that more than three fourths of the superintendents of the State are given such powers as enable them to shape the educational policy of the schools under their charge.

While it may not be best to wait for the universal adoption of the office of superintendent of schools before designating

by statute the duties of that office, there seems to be no good reason why school committees should not be authorized by law to elect the superintendent during the pleasure of the committee, precisely as they are now authorized to elect teachers according to chapter 313 of the Acts of 1886. One city, Waltham, by a provision of its charter so elects its superintendent, and there is reason to believe that other cities and towns would do the same if they were authorized by law to do so.

SHALL QUALIFICATIONS OF SCHOOL SUPERINTENDENTS BE FIXED BY LAW?

In the returns already alluded to, frequent mention is made of the advisability of fixing by law a standard of qualifications for superintendents of schools, although no mention was made of it in the circular letter to which the returns were a reply. This fact, together with the fact that several States have established such a standard, renders it fitting that the subject be discussed briefly before this report is closed.

The report of the Committee of Twelve, appointed by the National Educational Association in 1895, says, with emphasis: "The necessity of establishing some qualifications to be required of those who are to occupy the position of supervising officer is emphatically insisted upon." *

The reports of several State superintendents where some scholastic qualifications are not required for superintendents, urgently endorse the idea, one even going so far as to recommend that "the power of removal in case of the election of a person not possessing these qualifications should be vested in the State superintendent."† In seventeen States qualifications are required for superintendents, ranging from a common school education to a full university course. It should be said, however, that these qualifications are required of county superintendents alone, only one or two States requiring the same qualifications for city as for county superintendents. Yet in some of the States a standard of qualifications is urged for city superintendents.

* Report of Commissioner of Education for 1896-97, page 853.

† New York State report for 1896.

One State superintendent, in a letter recently received, says: "I regret to say that we have no statute requiring any qualifications whatever for city superintendents; and, as a consequence, we have a number of city superintendents in the smaller cities who are merely political officers."

If the conditions in Massachusetts were in any way similar to the State just referred to, or to the other sixteen States where the qualifications of county superintendents are fixed by law, there would be no doubt of the wisdom of establishing for our city and town superintendents the highest standard fixed in those States. But our conditions are quite different. In the first place, instead of being elected by the people, as in some States, our superintendents are appointed by a board, which, as a rule, are elected with no reference whatever to politics. Moreover, unlike many States, our cities and large towns raise all money for schools by local taxation, and are therefore not accountable to the State for the way in which the money is spent. For these and other reasons there have been few persons elected to the office of city or town superintendent who might not be elected under a law by which high qualifications were made a prerequisite. About three fourths of the superintendents of Massachusetts are college or university graduates, with an average experience in teaching of over twelve years. Nearly every one of the remaining number is either a graduate of a normal school or has been a student from one to three years in a college. These superintendents have had an average experience of over thirteen years in teaching.

While it may not be necessary or advisable to fix qualifications as a requirement for superintendents in the cities and large towns, it is a question whether some requirements or limitations should not be made in respect to district superintendencies. These superintendencies are maintained under quite different conditions from those of the cities and large towns. Practically five sixths of the cost of their support falls upon the State, and it would seem but right that under such circumstances the State should exact some requirement which would insure a proper bestowal of the money spent. In all other

**Qualifications
needed for
district
superintendents.**

departments where large appropriations are made by the State the interests of the State are carefully safeguarded either by close supervision or by control of appointments, and it would seem only wise to continue the same policy in respect to district superintendents. It is possible for local boards, under circumstances in which towns pay so small a proportion of the expense of supervision, to subordinate in their selection of superintendents the interests of the schools to the interests of friends who desire for themselves or others coveted positions. It is also a temptation for those members of a joint committee who do not approve the measure to try to defeat it by voting for unworthy candidates. While, as a rule, careful and wise selections have been made, there have been, in the estimation of some critics, a few appointments made which might not have been made if there had been some limitations upon the appointing power of the committees.

As to what these limitations should be, there is some difference of opinion. Some believe that there should be a law establishing certain qualifications for the office of superintendent in the union districts, as, for example, **Various** graduation from college and three or more years' **opinions** experience as a teacher. Others advocate the ad- **and prac-** **tices.** visability of requiring candidates to pass an examination given by the State Board of Education, or by some commission appointed for the purpose. Vermont, which has a system of district supervision in some respects similar to ours, requires the superintendents under that system to hold a permanent State teacher's certificate. This certificate represents a certain amount of professional knowledge, and at least two hundred weeks of teaching in the public schools of Vermont.

The simplest and perhaps the most feasible plan of establishing a high standard of qualifications for district superintendents, and at the same time of securing a proper supervisory control over appointments by the State, would be to have the appointment of superintendents made as now **Superin-** **tendents** by a joint board of school committees, but to limit **nominated** the choice to candidates nominated by the secretary **or approved** of the State Board of Education. In such a plan **by State** **Board.** local boards would have the freedom of selection from a number

of candidates, approved by one whose opportunities of ascertaining the qualifications of candidates would be excellent, and whose interest in the welfare of all the schools would prompt him to recommend only those who are well qualified for the work. Another alternative, in which the State's interests would be protected, is to adopt a provision by which the local committees shall select the superintendent, subject to the approval of the State Board of Education.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS.

1. The supervision of schools by superintendents, such as is exercised in more than nine tenths of the schools of Massachusetts, should be extended by law so as to include in its operation all the schools of the Commonwealth.

2. The powers and duties of a superintendent should consist mainly of matters directly relating to the teaching and training of children, including (1) advisory power with respect to the building and alteration of schoolhouses, the selection of equipments, the adoption of a course of studies, the election and dismissal of teachers and the expulsion of pupils; (2) full power with respect to the choice of apparatus and supplies, the preparation of course of studies, the nomination of teachers, the filling of temporary vacancies in the teaching force, the supervision of teachers' work, the calling and conducting of teachers' meetings and the classification and promotion of pupils.

3. Until supervision by superintendents becomes universal, it is not desirable to define the duties of superintendents by statute law except in a general way.

4. School committees should be authorized to elect a superintendent during the pleasure of the committee, as they are now authorized to elect teachers.

5. All superintendents supported in whole or in part by the State should be elected by school committees, with such limitations made by the State as will protect its interests and give assurance of efficient service.

APPENDIX C.

REPORT OF G. T. FLETCHER,
AGENT OF THE BOARD.

REPORT.

NORTHAMPTON, MASS., Dec. 30, 1899.

To the State Board of Education.

My official duties during the year have called for service in one hundred towns. Work has been done through school inspection, correspondence and conference with school officials and parents, and in holding meetings and conducting teachers' institutes.

More than sixty per cent. of the towns in the four western counties have mainly rural schools, and in half of these towns no special superintendents are employed, rendering State oversight more necessary.

SCHOOL ATTENDANCE.

Within the past year there has been a small gain in attendance in fifty-six towns, a loss in forty-eight, the total gain being one thousand pupils.

Much absence and tardiness are recorded in some graded schools in manufacturing villages and in country towns, where pupils reside far from the schoolhouse.

SCHOOL CONDITIONS.

In the aggregate and on the average there has been improvement the past year. The chief causes of progress are State aid for the employment of teachers and superintendents and the co-operation of towns in the good work.

CONSOLIDATION OF SCHOOLS.

There has been some gain in the plan of uniting schools by conveyance of children, thus increasing the efficiency of the schools through a reduction in the number, and making it possible to pay higher wages to teachers. Some towns of large area, scattered population and hard roads must continue for a

time to support small schools, but means must be taken to make them as good as possible.

COUNTRY SCHOOLS.

These have exerted a great influence for good upon local communities, and have ministered to the prosperity of State and nation. They need to be adapted to changed home conditions and to meet the larger demand of the times, but courses of study should not be unduly extended nor methods of teaching radically changed. To the so-called "fundamental branches" a few of modern date should be added. The quality of the work done, not the quantity attempted, determines the value of results. Country-bred children have advantages in the environment of nature, simple ways of living, frugality and industry. These should develop health of body and vigor of mind.

The schools should add opportunities for the acquisition of the most useful knowledge and for the best mental and moral discipline. A limited number of valuable subjects, well taught, in connection with influences that stimulate independent thinking and the habit of investigation, will make the rural schools a power for good.

EDUCATIONAL EXPANSION.

Teachers and pupils in the schools of large towns and cities are burdened by the requirements of constantly enlarging courses of study. New subjects are added to the curriculum without due regard to their value and the limitations of the time and ability of teachers and children. Not extension of branches of knowledge, but elimination of burdensome and useless details, is the need of the times. Much is superficially learned and recited by young children under the pressure of modern teaching that has little value as present knowledge or as a foundation for future growth.

The modern primary school is excellent in many respects. The rooms are generally pleasant and comfortable, with supplies of material interesting and profitable. Work along language lines, including reading, writing, spelling and drawing, is a great improvement upon old-time methods with young

children. But number and nature work are often in excess, when considered from the point of value and the mental status of the child. Less work should be attempted in the primary department, and only of such kind as develops natural activity, leaving to the child much freedom for those bodily open-air exercises necessary to health and growth, and for the activity of mind through plays that require ingenuity leading to simple construction. Modern methods tend to do too much for children and unduly to stimulate some forms of mental action.

UPPER-GRADE WORK.

The grammar grade courses need pruning. Too much material has accumulated from years of constant additions. New subjects and extension of old ones have made the curriculum burdensome in some respects. The new subjects are generally useful, but the additions render it necessary to curtail work in all of the branches taken. There may well be alternation of topics by weeks, months or terms. Recitations now crowd upon one another; there is not time enough for deliberate study, — that thoughtful consideration of lessons needed to convert them into personal knowledge.

The maturity of the pupils in body and mind needs attention before assignment of work. Probably fifty to seventy-five per cent. of the pupils who enter the public schools will not advance beyond the grammar grade; hence the need of making the work below the high school the most valuable possible in the lines of useful knowledge and discipline of mind, preparatory to life's more active duties. The school can give no more than a foundation upon which good citizenship may be built. It has been a most potent factor in the nation's growth, and it must do more for the child now than in the past, as more will be demanded of the men and women of the new century; but this cannot be accomplished by undue expansion of subjects. "Enrichment of courses of study" comes through the *quality* rather than the *quantity* of things to be done.

THE STANDARD OF TEACHING.

This has been raised somewhat during the past year, because of a popular demand for better schools, made possible in coun-

try towns through larger State aid for the payment of teachers' salaries.

The growing influence of the Westfield Normal School and the excellent work of the new normal school at North Adams are being felt in western Massachusetts. A larger number of young women and a few young men are taking a professional course preparatory to teaching. More normal school graduates are employed in the schools of country towns, as well as in those of the larger towns and cities. Teachers of experience, without special training, are making greater effort to improve their work, "to keep abreast of the times."

LENGTH OF THE SCHOOL YEAR.

This has been extended to thirty-two weeks, — a gain in the yearly period of schooling of four to eight weeks in country towns. Educationally, this is a marked advance; financially, it is a heavy burden to many towns whose rate of taxation has been for years as high as the people could bear. The hill country offers small remuneration to farmers for their hard work. These towns have contributed men and money to the prosperity of the Commonwealth, and the Legislature can do no wiser act of justice than to assume a larger share of their school expenses.

SPECIAL STATE AID TO SMALL TOWNS.

With the approval of the State Board of Education there may be paid from the income of the school fund, to any town having a valuation of less than three hundred and fifty thousand dollars, a sum not exceeding two dollars per week for the actual time of service of each teacher, approved by the school committee of said town after special examination as to exceptional ability, employed in the public schools of said town, which sum shall be added to the salary of such teacher: *provided*, that the amount paid by the town toward the salary of such teacher shall not be less than the average salary paid by said town to teachers in the same grade of school for the three years next preceding, and that by said addition no teacher shall receive more than ten dollars per week.

This act of the Legislature was designed to aid towns of low valuation to secure teachers of "exceptional ability," thus im-

proving the schools. Certain duties as to "examination of teachers" devolve upon the school committees, but the payment of money for the teaching is to be made "with the approval of the State Board of Education." This law is a timely, just and generous provision for needed help to small towns, and it has proved to be very beneficial to the schools when the money has been expended as the spirit and letter of the law contemplate.

During the past year all of the towns of western Massachusetts whose valuation brings them under the law have accepted its provisions, receiving in the aggregate from the State for increase of salary of teachers \$9,149.82. The most competent and conscientious school committees and superintendents have given, as required by law, a "special examination as to exceptional ability," requiring satisfactory results, thus conditioning State aid upon the quality of the teaching and paying from fifty cents to two dollars a week extra, as the *work* merited the increase.

In some towns no adequate test of the fitness of teachers has been made. The examinations, when any were given, were often insufficient to test *ordinary* ability, and very low percentages of rank have been accepted as evidences of qualifications entitling the teacher to the maximum State aid, though the subsequent teaching was of very poor quality. It seems in some cases as if the extra pay was regarded as a gift to teachers, to "home talent," perhaps, rather than as a just and generous allowance from the State to secure better teaching in towns not able to give salaries large enough to command high competency.

Unless school officials accept this added responsibility to the high duties of their office by using the money for the benefit of the children through improvement of the schools, it is manifestly the duty of the State Board of Education to withhold the "approval" of payment which the law specifies. Careful committees and superintendents have been able to obtain and retain good teachers by help of this law, and the schools have greatly improved thereby. The Commonwealth must adopt measures to secure the wisest expenditure of its gifts of money to towns.

EXAMINATION OF TEACHERS.

The duty of school committees in this respect was defined by law many years ago, but in recent years the requirement has been to a large extent neglected. Subjects and methods of teaching have so changed in recent years that many intelligent school committees do not feel prepared to give such tests of scholarship and professional training as are essential to determine to some extent the qualification of teachers.

As the State is raising the standard of qualifications necessary for entrance to and graduation from the normal schools, and is granting much larger aid to small towns for improvement of schools, requiring "exceptional ability" of teachers, it becomes evident that the Commonwealth should have some plan for the examination of teachers. Committees earnestly desire this.

The Legislature of 1894 passed "An act to provide for the examination and certification of school teachers by the State Board of Education." Some of the provisions of the law are as follows:—

SECTION 1. The state board of education shall cause to be held, at such convenient times and places as it may from time to time designate, public examinations of candidates for the position of teacher in the public schools of the Commonwealth. Such examinations shall test the professional as well as the scholastic abilities of candidates, and shall be conducted by such persons and in such manner as the board may from time to time designate.

With such examinations as this law contemplates, the standard of qualifications of teachers might be raised in a marked degree. Some school committees employ teachers from the State of New York, because they bring a record of examinations given by State or county officials.

The Commonwealth of Massachusetts pays towards the improvement of the public schools from the income of the school fund and State taxation one hundred and seventy thousand dollars annually. The cities and towns pay many times this amount for educational purposes.

It has been said, "As is the teacher, so is the school." Certainly adequate tests of fitness should be given by responsi-

ble authority. The need of some test of qualifications is now most pressing in the smaller towns. It should at first be simple and practical, becoming more thorough as teachers are stimulated by it to secure higher attainments. In the cities and towns under special superintendence of schools the fitness of teachers for particular positions is determined in a measure by visitation to the normal schools, observation of the candidate's work in other schools, testimonials and tests. All of these ways and means are not available in country towns, though district superintendence of schools has done much to improve the teaching force, through wise selection of candidates.

TEACHERS' INSTITUTES.

These have been held in Adams, Agawam, Charlemont, Cummington, Longmeadow, New Marlborough, New Salem, Northampton, Northfield, Palmer and Russell. Eight of the eleven institutes were held in country towns for the benefit of rural school teachers. One hundred and seventy-five towns were represented in the different meetings. The attendance of citizens who desire to know more of modern methods of school work is very encouraging.

The following is an account of two country institutes, as published in one of the local papers:—

COUNTRY TOWNS AND TEACHERS' INSTITUTES.

It is our purpose to hold the larger number of teachers' meetings in the smaller towns, where teachers and pupils have fewer educational advantages than in the cities and large towns. In September institutes were held in the typical farming towns of western Massachusetts, Cummington and New Salem. A combined account of the conditions and the work in these two towns will apply to other rural communities in which meetings have been held. To one or the other of these towns, on the days of the institute, school committees and teachers from half a dozen adjoining towns came on foot, on wheels or in carriages. The trip of five or ten miles to and from the meetings was an enjoyable part of the day's program.

Chairman William Orcutt of the Cummington school committee extended a hearty welcome to the teachers. Rev. A. V. House of New Salem, member of the school committee, opened the meeting there with impressive devotional exercises.

The lessons given in both institutes dealt with the practical problems of every-day school life, the instructors speaking from their experience as teachers and from recent observation in many of the schools represented at the meetings. Committees and teachers were urged to suggest topics for discussion and to ask questions.

Between lessons came short recesses, affording opportunity for conversation and discussion.

In both towns the attendance of citizens was quite large. Many parents have been teachers, and they desire to compare new and old ways of teaching and to get acquainted with modern methods, that they may become more familiar with the school work of their children.

The noon intermission is a most interesting feature of the day. At Cummington, as in some other towns, the teachers brought basket lunch, and coffee was furnished by the citizens.

At New Salem the ladies of the Congregational Church served a bountiful dinner for a small price. The noon hour at the tables was greatly enjoyed, eating and talking being most agreeably combined. After dinner the teachers spent some time most pleasantly in the valley village of Cummington, with its environment of stately hills, on one of which is the old Bryant homestead. From the eminence of New Salem the view is wide and varied of country and villages. In the distance old Monadnock stood out in grandeur on that clear September day.

The lessons of the afternoon called out more people, and the topics were adapted to interest all. Prominent citizens of New Salem, men and women of marked intelligence, strong integrity and substantial prosperity, honored the occasion by their presence and manifest interest in the exercises.

Conditions that make for a high quality of citizenship are evident in these country towns. From these hills and valleys have gone men and women to help form a nation. The homes, schools and churches combined are to send out many more to fill large places in and beyond the Commonwealth. Fifty years ago there were more and larger schools in the country towns than to-day. The fundamental branches were often well taught by competent teachers, and the mature pupils who studied diligently a few subjects gained useful knowledge and valuable mental discipline. The home life of frugality and industry was the larger element in the education of the times. Reduction in population and property valuation reduced the size and efficiency of the schools; but within the past ten years a combination of schools, larger State aid for the payment of teachers' salaries, and

money to employ skilled superintendents, have greatly improved the schools. It seems as if the most favorably located hill towns have passed the period of decline, and are to realize again a condition of prosperity. If the best of the old-time influences of rural life upon the children can be retained and the best of modern methods of instruction can be applied to a limited number of the most important branches of learning, the rural communities will offer great advantages for the rearing of healthy, intelligent children. The approved high school in larger towns is now open to the pupils of small towns, tuition being paid by town or State. Many of the old-time academies, such a power for good in their day, have disappeared.

The New Salem Academy, a time-honored institution, justly proud of its record, is now doing most excellent work under its present administration.

The institute work of the State Board of Education has been of much value to teachers and people. The agents of the Board are pleased to respond to calls for meetings at any time, when means will allow.

On the evening before or after a day institute, public meetings are often held for the discussion of educational questions.

LAUREL PARK INSTITUTE.

The Laurel Park Institute was held at Northampton, June 26—July 7, 1899, the time having been extended, by way of experiment, from one week to two.

The scope of the work was enlarged to include lectures upon the most important educational topics, treated by prominent men. In addition to these, conferences were held for the discussion of everyday schoolroom subjects and methods. Special class work at tables with brush and pencil was given each day in drawing and nature study.

So broad a range of subjects and so eminent a corps of teachers and lecturers have not before been included in the program. Some further variations in the plan of work are contemplated for the coming year.

Unless summer sessions of the Westfield and North Adams normal schools are to held in the near future, the Northampton Institute should be modified in plan to meet the needs of teachers who desire to spend several weeks at a summer school.

SCHOOL SUPERINTENDENCE.

The value and the need of special supervision of schools are no longer open questions. Experience in Massachusetts has settled it most emphatically in the affirmative. The district system of superintendence, adopted by the State more than ten years ago, is acknowledged to be the best plan for country school oversight in existence.

PERMANENT SUPERVISION.

The question now to be considered is, how to bring all towns in the Commonwealth under the special superintendence of schools. There are seventy-eight towns whose valuation brings them within the limit of State aid; half of these have from time to time voted to join with other towns to form districts. It seems to be time for the State to establish the policy of special supervision of schools, as ninety-five per cent. of the people have declared in favor of it, and the wisest expenditure of money now given by the Commonwealth to small towns requires most careful management of school interests.

ELECTION OF SUPERINTENDENTS.

No more important duty devolves upon the school committees than the election of a person to direct the school work. Politics and personal preferences should have no place in school boards when the vital interests of the schools are at stake. There are evidences of the lack of careful consideration and wisdom in the choice of a superintendent made by some committees. In their choice some man or woman seems to be of more consequence than the schools.

RELATION OF THE SUPERINTENDENT TO THE SCHOOL COMMITTEE.

No law fixes the relation of the superintendent to the school committee, though experience is leading to a general practice of making the superintendent the executive officer of the school board. If he proves to be a wise and judicious man, well informed upon all school matters, he is given much liberty in originating as well as in executing plans.

If the superintendent is to be held responsible for results in teaching, he must have authority in the selection and direction of the teachers, there being co-operation between committee and superintendent. The plans of the superintendent should insure adoption by the board because of their manifest excellence.

RELATION OF THE SUPERINTENDENT TO THE TEACHERS.

This is the vital point of contact. Granting that the superintendent knows what ought to be done in the schools of a city, town or district, the teachers must know how to do it, and their combined wisdom may be as valuable in suggesting plans as in executing them. The teacher of intelligence, scholarship and professional equipment has more influence than any other person in determining the welfare of one school. His originality, personality, energy and tact must have large individual liberty in ways and means of determining results. Conference with teachers regarding the work to be done will enable the superintendent to frame such a policy as will secure co-operation.

VISITATION OF SCHOOLS.

The superintendent needs to know by frequent observation the condition of the schools, the failures and the successes of teachers. He needs to see how his plan or the teacher's own method works in practice. If necessary, a conference may be held in which both parties may gain knowledge.

Some supervision is at "long range" from office to school-room, through printed or written directions, the requirements not always fitting the condition of the school as it then exists. Fortunately, in some cases the teacher has wisdom and independence enough to adopt a wiser course than the one suggested.

TEACHERS' MEETINGS.

These may be of pleasure and profit to teachers, or only a weariness to the flesh. Fortunate the superintendent who can make meetings so inspiring and instructive that teachers desire them. One caution should be heeded. Hold few and short meetings, seldom if ever oftener than monthly or longer than an hour.

From the daily visitation of schools the superintendent should gather such facts and impressions as will enable him to bring to the teachers' meeting words of advice, encouragement and helpful criticism, which all will feel to be timely.

RELATION OF THE SUPERINTENDENT TO PARENTS.

The superintendent's visits to homes and interviews with people may tend to secure better relations between parents and the school. His manifest interest in the welfare of children will influence favorably attendance and deportment. The humblest person in any community is entitled to courtesy and kindness from him. He should be a servant of the people, directing in wise and winning ways that secure co-operation in every good work, rather than attempting to rule by domineering methods.

TRUANT SCHOOL.

The truant school at Springfield has twenty-four boys from Berkshire and Hampden counties. The one at Goshen, for Franklin and Hampshire counties, has had no truants during the past year.

The causes and results of truancy are various; how best to deal with the question is an unsolved problem. Unfavorable home and street conditions, hereditary tendencies, idleness, the restraint and work of the school and its lack of adaptation to the nature and need of some boys are causes of truancy. Unless the schools can be made more attractive to a class of boys, valuable results cannot be expected from them, even if compulsory attendance is possible.

Many boys have only occasional tendencies to truancy. For these a term in a school having reformatory influence or one whose hard conditions make the public school desirable by contrast may be beneficial. If the methods of a truant school do not have the influence of returning boys permanently to the public schools, then to that extent they fail to give satisfaction.

For the boy of persistent tendencies to truancy neither the public school nor the truant school, as at present conducted, is the right place, as neither offers the education he most needs. More bodily activity is requisite for development and control of his physical nature. He needs training for manual occupa-

tions ; he should till the soil and work with various tools, thus acquiring taste and skill for farming or mechanics. In connection with hand labor the boys should acquire enough of book learning for practical purposes. It is interesting to notice with what zest boys study after several hours of field or shop work.

Some of the parental and truant schools offer limited opportunities for manual occupations, as their means and accommodations allow. Cleanliness and good behavior are required ; rooms, food, teaching and general conditions are good, — much better than most of the boys have been accustomed to ; but these things do not necessarily work a change of heart towards the public school. Nothing about them, excepting some confinement, is irksome, and unless that makes the public school acceptable by contrast, truancy will not be reduced. Boys sometimes play truant again, after serving a sentence, to get returned to their comfortable quarters. The teachers in these schools cannot give the instruction best adapted to the needs of the boys, as they must be kept up to the grade of the class in the public school to which they are expected to return.

Two courses of treatment for two classes of boys seem to be required : —

First, for those having only an occasional tendency to truancy some form of treatment is desired that will induce them to return to the public school. Second, for the persistent truants, to whose nature and future occupation the public schools do not minister, there should be institutions in which they must remain for a term of years, to secure the training of hand, head and heart requisite to good citizenship.

Berkshire and Hampden counties have from twenty-five to thirty truants yearly in the school at Springfield ; some of them are glad to return a second time to enjoy so good accommodations and privileges. Franklin and Hampshire counties have no truants, it only being necessary to say to a boy with truant tendencies, " Go to school or to Goshen."

It would be interesting to know to what extent truant schools are preventive or reformatory. To what extent homes and schools are responsible for truant tendencies is a more serious question.

A DECADE OF EDUCATIONAL CHANGES IN WESTERN MASSACHUSETTS.

Expenditures. — Ten years ago the four western counties expended in one year “for all school purposes, from money raised by taxation,” \$841,476.12. The past year these counties expended for the same purpose \$1,891,802.32, — an increase of more than a million dollars. The amount expended for new school buildings, extensive repairs and furnishings within ten years amounts to \$2,500,000.

A large percentage of this amount has been paid for the erection of large schoolhouses in twenty of the cities and large towns. A number of the small towns having graded schools in villages have built schoolhouses of considerable size at a moderate outlay of money. In country towns but few new school buildings have been erected, but the old ones have been improved, with few exceptions.

There are 277 more public schools and 10,857 more pupils attending school than ten years ago. The length of the school year has had an average increase of twenty-two days. The average increase of the wages of female teachers is \$7.76 per month; of male teachers, \$22.05. The amount received by the towns of the four counties from the State school fund has increased \$13,928.11 in ten years.

Thirty-nine small towns in western Massachusetts, having a valuation of less than \$350,000 each, received the past year from the school fund, in addition to the usual distribution, \$9,226.17 for payment of wages of teachers of “exceptional ability.” The same number of towns having a valuation less than \$500,000 received from the State last year for reimbursement of high school tuition paid to other towns \$5,608.84. Forty-eight towns received last year from the State for salaries of superintendents of schools \$10,550, and in connection with this aid they received \$7,034 for increase of salaries of teachers. The grand total of aid from the Commonwealth to towns of western Massachusetts for school purposes for the past year is \$70,637.72. This amount is \$46,347.12 larger than the sum received by these same towns ten years ago.

In ten years the number of towns and cities in the four

western counties under special superintendence of schools has increased from six to sixty-six. This gain has been accomplished mainly under the law of 1888, granting State aid to towns under a valuation of \$2,500,000 uniting to employ a superintendent of schools. Forty-eight towns are united for this purpose into fifteen groups, receiving from the State \$17,675, and raising by taxation \$10,550 annually. This law has placed Massachusetts in advance of all other States of the Union in a method of school supervision for small towns.

Loss of population and reduction of property valuation have been seriously felt in the hill towns in the past ten years. The size of the schools has been greatly reduced, increasing the cost of tuition per pupil. A union of districts in many towns has proved to be advantageous to the pupils and economical to the towns. Larger State aid has greatly improved school conditions as to teaching and superintendence.

It is an encouragement to know that some of the rural towns are gaining, though slowly, in population and valuation. The improvement is due to several causes, such as a recognition of some advantages of rural life, a change in methods of farming, the coming of a small manufacturing industry, improvement of property for summer residence, erection of buildings for town libraries and the furnishing of books by wealthy persons, non-resident, who gratefully remember the homes of their childhood, and the prospect of still better school privileges in the near future by co-operation of towns and State.

In the cities and large towns educational conditions have greatly changed in ten years. Very costly high schoolhouses have been erected in a dozen cities and towns, fitted with modern appliances for heating and ventilating, supplied with the best of furniture and appliances, having rooms specially adapted to study of natural science, art and literature. Courses of study have been extended, with many branches made elective, to meet the tastes and needs of pupils.

Within a few years business courses have been provided in some high schools, opportunities offered for sewing, cooking, mechanical drawing and shop work with tools and power. The Springfield Mechanic Arts High School opens a new era in this line of work.

Ten years ago the children in only twenty-five cities and large towns of western Massachusetts had high school privileges; to-day thirty-nine small towns send pupils to approved high schools in other towns at State expense for tuition. A change to the inductive method of instruction in the higher grades of schools is generally apparent.

Expensive grammar and primary schoolhouses have been built and furnished to meet the wants of modern education and to minister to the health and comfort of children. Courses of study have been extended in grammar grades, and primary teaching has been greatly changed.

Supervisors of drawing, music and nature study have been employed in the larger places.

Eight cities and towns have established evening schools and kindergartens within a few years.

The town library has become an auxiliary to the school, and through it of more value to the homes. At the suggestion of school officials and teachers, librarians have procured books suitable for school and home use of children.

The excellent normal schools at Westfield and North Adams and the teachers' institutes held in the different counties every year have had much influence upon the quality of the teaching. Attendance upon educational meetings by parents has had a tendency to bring the home and the school into closer relations.

A decade of years has wrought many educational changes for the better. Let us carefully consider what has been done, and wisely plan for the future.

G. T. FLETCHER,

Agent of the Board.

APPENDIX D.

**REPORT OF HENRY T. BAILEY,
AGENT FOR THE PROMOTION
OF
INDUSTRIAL DRAWING.**

REPORT.

To the Board of Education.

Since the office of agent for the promotion of industrial drawing was established, annual reports have been submitted as follows:—

First, by Mr. Walter Smith, for 1872. Second, by Mr. Walter Smith, for 1873. Third, by Mr. Walter Smith, for 1874. Fourth, by Mr. Walter Smith, for 1875. Fifth, by Mr. Walter Smith, for 1876. No report was printed for 1877. No report was printed for 1878. Sixth, by Mr. Walter Smith, for 1879. Seventh, by Mr. Walter Smith, for 1880. Eighth, by Mr. Walter Smith, for 1881. No agent was employed in 1882. No agent was employed in 1883. Mr. C. M. Carter appointed, 1884. Ninth, by Mr. C. M. Carter, for 1885. No report printed in 1886. Mr. H. T. Bailey appointed, 1887. Tenth, by Mr. H. T. Bailey, for 1888.

In the tenth report, my first, statistics were given indicating the condition of the State at that time with reference to industrial drawing. Since then reports have been submitted annually in regular order:—

Eleventh, for 1889, containing the first list of supervisors of drawing in the State. Twelfth, for 1890, containing the first reproductions of children's illustrative sketches. Thirteenth, for 1891, containing the first course in drawing published in tabulated form. Fourteenth, for 1892, containing a course for high schools. Fifteenth, for 1893, containing the second statistical report upon the status of industrial drawing. Sixteenth, for 1894, containing the second list of supervisors of drawing. Seventeenth, for 1895, together with a special report on manual training. Eighteenth, for 1896, including an illustrated course of study for graded schools. Nineteenth, for 1897, the illustrated report on the study of pictures. Twentieth, for 1898, on "Drawing in four foreign cities."

The report which I respectfully present herewith is therefore my twelfth annual report, and the twenty-first in the series since the establishment of the office. In this report I shall present statistical tables indicating the present condition of the State with reference to instruction in industrial drawing and manual training. This will be the third report of its kind. It is my hope that a similar report may be made to your honorable Board by the agent who may hold this office in 1905, and every fifth year thereafter, that the data thus recorded may synchronize with those gathered under the State or national census.

THE STATE NORMAL ART SCHOOL.

This institution is growing year by year in size, in efficiency and in influence. The recent enlargement of the building, the valuable additions to the teaching force and the important modifications in the course of study are all signs of vigorous and healthy life. Inasmuch as the work and present condition of the school are presented in the report of the Board of Visitors, they need not be considered here in detail. The growth of the school is indicated by the following statistical table:—

State Normal Art School.

Curator, Miss ELIZABETH J. HINCKLEY.

UNLESS OTHERWISE SPECIFIED, STATISTICS FOR DEC. 30, 1899.	FOR 1899.		TOTAL ENROLMENT.		
	Men.	Women.	1888.	1892.	1899.
Number of students in Class A,	20	90	-	-	110
Number of students in Class B,	12	67	-	-	79
Number of students in Class C,	15	19	-	-	34
Number of students in Class D,	6	22	-	-	28
Number of students in public school class, . .	3	21	-	-	24
Number of students in graduate class, . . .	-	10	-	-	10
Total membership of school,	-	-	187	236	285
Total number of instructors,	-	-	10	12	16

The returns from the cities and towns of the State indicate that the school is accomplishing its mission, that it is doing its proper work as a normal training school.

Number of cities and towns employing supervisors of drawing, . . .	167
Number employing Massachusetts Normal Art School students as supervisors,	116
Proportion, nearly (per cent.)	70
Total number of persons employed in directing, supervising or teaching drawing in all public day and evening schools,	279
Number of those who have been students at the Normal Art School,	139
Proportion, practically (per cent.)	50

Plans are maturing for making the school even more of an art-educational centre than it now is. The day is not far distant, I hope, when from this school shall be sent out to all parts of the Commonwealth courses of study, monographs on the teaching of drawing, pamphlets to aid teachers in the study of special topics of instruction, and loan collections of pictures, casts and other reproductions of the best available examples of fine and applied art. I believe the time has arrived when the State can afford to make this institution something more than a training school for teachers. For the sake of her arts and crafts, Massachusetts should broaden the scope, and enrich the courses, and double the equipment of the school, that it may minister to the higher training of all her people. As every high school in the State feels the perpetual gravitation of the colleges, so every high school should feel the tug of this great central art-educational force, — the magnetic attraction of which should be sufficient to gather out from the mass of the school population all those young men and women who may become useful to the State in enhancing public taste or in developing her productive power along esthetic lines.

THE STATE NORMAL SCHOOLS.

These schools are to be considered here solely in their relation to art instruction in the State.

The character of instruction in drawing in these schools varies greatly. In some of them it is equal to the best to be found, in others it is well above the average maintained by the supervisors of drawing, while in one school at least it is below that average.

The time devoted to drawing varies also from three hours per week to fifty minutes per week the first year, and from an hour and a half per week to nothing the second year.

Under the present plan of managing these schools it would seem almost impossible to equalize these differences in time and in character of instruction. The Board, acting as a whole, might be able to accomplish certain reforms which now seem to be “indefinitely postponed.”

NAME OF SCHOOL.	Number of Pupils in Entering Class, September, 1899.	Number of these taking Drawing.	Total Number in School.	Total Number taking Drawing.
Bridgewater,	98	119	278	235
Hyannis,	31	30	55	38
Fitchburg,	44	45	103	98
Framingham,	84	84	161	142
Lowell,	54	52	127	112
North Adams,	37	36	82	72
Salem,	114	114	226	229
Westfield,	68	62	113	71
Worcester,	79	76	201	161
Totals,	609	618*	1,346	1,158
Percentage of entering class having drawing,				100*
Percentage of all normal pupils having drawing,				86

* Nearly all of the entering class, and a few others with them.

THE FREE EVENING DRAWING SCHOOLS.

Thirty-nine cities and towns are now required by law to furnish opportunity for free evening instruction in drawing. The table on page 356 gives the statistical returns for 1899, together with data from the returns of previous years, for purposes of comparison. Since 1892-93 Melrose and Westfield have passed the 10,000 population limit and have joined this fraternity of adult municipalities, which numbers nine more than it did in 1887-88, when the first returns were tabulated.

In 1893 about 60 per cent. of the population of the State had access to these schools; at the present time the percentage is 70, and yet the total number of pupils in attendance has decreased. In 1887, 30 cities furnished 3,550 pupils; in 1899, 39 cities furnish only 3,163,—an actual decrease of 387 pupils, whereas, had the schools held their own, the present number of pupils would have been more than 4,600. The schools are

evidently less popular than formerly. In 1887 the average number of pupils to each teacher was 136, in 1893 the average had fallen to 79, while now it is but 26. This upon its face is evidence of increasing efficiency. No teacher can do justice to 75 or 100 pupils at once, — a class of 25 is almost too large; but, rightly understood, the figures indicate, on the whole, a decline in attendance.

The reasons for the decline are not far to seek; public school training in drawing is more general and of a higher grade, high and manual training schools afford added opportunities for instruction, and evening drawing classes are maintained by Y. M. C. A. and other organizations. Our people are gradually increasing in wealth, hence many can now afford to attend the private art schools. This last factor may be the most potent of all; for whereas the number in freehand classes in 1888 was 1,878, in 1893 it had fallen to 1,365 and was this last year but 1,283. Another cause of waning popularity may be the failure of some of these schools to keep pace with other institutions in methods of instruction. In many cities courses have remained practically unchanged since the days of Walter Smith, and while in other schools pictures, fac-simile reproductions, art objects, charts, reference books and the stereopticon have come in to vivify and enrich the teaching, in these classes the large white models, the conventional plaster casts and the one or two architectural models are still the undisputed incumbents of their venerable offices.

Meanwhile students have elected more generally the mechanical courses. In 1888 the number of students in the mechanical classes aggregated 1,672, or 47 per cent. of the total membership; in 1899 the mechanical classes had 1,880 students, or 59 per cent. This fact suggests that possibly the schools are gradually becoming what they were originally designed to be, — training schools for the workingmen of our cities. It might be well for the city authorities to consider seriously the modification of existing evening courses to meet more directly and more largely the needs of those already engaged in the various arts and crafts. The evening trade schools of Germany would offer helpful suggestion, especially the great central school in Berlin, under the management of Dr. Jessen.

Free Evening Drawing Classes.

CITIES AND TOWNS OF MORE THAN 10,000 POPULATION REQUIRED TO MAINTAIN FREE EVENING DRAWING CLASSES.	Population, State Census of 1905.	NUMBER OF CLASSES IN SESSION.			NUMBER OF PUPILS ENROLLED.			1899-1900.		NUMBER OF TEACHERS EMPLOYED.			Director, Principal or Person in Charge.
		1897-98.	1898-99.	1899-1900.	1897-98.	1898-99.	1899-1900.	Freehand.	Mechanical.	1897-98.	1898-99.	1899-1900.	
1 Boston,	496,920	5*	5*	29	789	514	640	270	370	23	27	36	Henry Hitchings.
2 Beverly,	11,806	-	-	2	-	-	26	26	-	-	-	3	Charles F. Whitney.
3 Brockton,	83,165	2	2	3	55	68	55	39	16	2	3	2	O. F. Sager.
4 Brookline,	16,164	-	1	1	-	25	19	-	19	-	1	1	Minot A. Bridgman.
5 Cambridge,	81,643	1*	2*	7	216	242	165	80	85	5	10	6	Peter Roos.
6 Chelsea,	31,234	2	2	-	110	90	-	-	-	2	2	-	-
7 Chicopee,	16,420	2	2	4	72	79	71	-	71	1	1	1	S. W. Fay.
8 Clinton,	11,497	-	-	1	-	37	43	16	32	-	1	1	Wm. L. Jenkins.
9 Everett,	18,573	-	-	1	-	-	15	1	14	-	-	1	J. Frank Seavey.
10 Fall River,	89,203	1*	1*	1	167	130	35	-	35	6	6	2	Wm. J. Woods.
11 Fitchburg,	26,409	2	2	3	69	69	45	15	30	1	2	3	William Briggs.
12 Gloucester,	28,211	-	-	-	-	-	-	-	-	-	-	-	-
13 Haverhill,	34,945	2	2	2	42	47	62	23	34	3	3	4	J. H. Bourne.
14 Holyoke,	40,322	-	1	2	-	91	81	-	31	-	1	1	T. J. MacCarthy.
15 Hyde Park,	11,826	-	1	1	-	50	26	-	26	-	1	1	J. O. Riley.
16 Lawrence,	52,164	2	1	6	100	80	95	24	71	4	3	3	A. W. Scribner.
17 Lowell,	84,367	1*	2*	4	445	511	477	247	290	14	15	20	S. G. Stephens.
18 Lynn,	62,354	1*	1*	4	189	160	132	78	54	5	7	4	Philip Goodrich.
19 Malden,	29,708	2	2	3	100	93	77	37	40	3	3	3	George E. Morris.
20 Marlborough,	14,977	-	-	-	-	-	-	-	-	-	-	-	-
21 Medford,	14,474	-	-	1	-	-	58	7	51	-	-	1	Frank H. Dillaby.
22 Melrose,	11,065	-	-	-	-	-	-	-	-	-	-	-	-

23	New Bedford, . . .	55,251	2	2	4	70	124	75	29	46	3	3	4	George H. Nye.
24	Newburyport, . . .	14,532	-	-	-	-	-	-	-	-	-	-	-	-
25	Newton, . . .	27,090	1	2	4	10	49	23	11	12	1	3	3	Fred H. Keyes.
26	North Adams, . . .	19,185	-	2	2	-	88	37	25	12	-	1	2	T. M. Dillaway.
27	Northampton, . . .	16,746	-	1	1	-	20	17	11	6	-	1	1	Katherine D. Whitman.
28	Peabody, . . .	10,507	-	-	-	-	-	-	-	-	-	-	-	-
29	Pittsfield, . . .	20,461	1	1	2	125	-	15	13	2	1	-	1	George H. Denison.
30	Quincy, . . .	20,712	1	2	2	76	86	41	16	25	2	1	1	Charles O. Bryant.
31	Salem, . . .	34,473	1*	4	1	153	146	45	-	45	5	4	1	Wm. D. Dennis.
32	Somerville, . . .	52,200	1	1	5	83	96	84	21	63	2	3	6	A. L. Ware.
33	Springfield, . . .	51,622	1	4	2	162	342	213	70	143	1	3	3	James Hall.
34	Taunton, . . .	27,115	1*	1*	4	249	163	208	102	106	8	8	6	Samuel G. Wilkes.
35	Waltham, . . .	20,876	2	2	6	59	63	104	35	69	2	3	3	George E. Morris.
36	Westfield, . . .	10,663	-	-	2	-	-	15	8	7	-	-	1	M. E. Hurlbut.
37	Weymouth, . . .	11,291	-	-	-	-	-	-	-	-	-	-	-	-
38	Woburn, . . .	14,178	-	-	1	-	-	22	-	22	-	-	1	Ervin Kenison.
39	Worcester, . . .	98,767	1*	7	7	209	179	187	74	113	6	7	6	Frank J. Darrah.
Totals, . . .		1,724,416†	-	-	126	3,550	3,647	3,163	1,283	1,890	100	118	122	

* Separate schools; number of classes not stated. † Equal to 70 per cent. of the entire population of the State.

NOTE. — Gardner and Orange report evening drawing classes of about a dozen pupils, W. J. Edwards, instructor.

THE MANUAL TRAINING SCHOOLS.

The statistical returns for the year 1899 are as follows:—

Cities and Towns of More than 20,000 Population required to maintain Instruction in Manual Training.

	Population, State Census of 1896.	Provision for Instruction.	Number of Teachers.	Total Number of Pupils.	Subjects of Instruction.	Total Average Number of Hours per Week.	Principal or Person in Charge.
1 Boston, . . .	496,920	Building, . .	7	448	Carpentry, wood carving, wood turning, pattern making, forging, chipping, filing, etc., machine shop practice.	8½	Charles W. Parmenter.
2 Brockton, . .	83,166	Two rooms, .	1	78	Carpentry, wood turning, pattern making, . . .	6	O. F. Sager.
3 Cambridge, . .	81,643	Building, . .	6	197	Carpentry, wood turning, pattern making, chipping, etc., forging, machine shop practice.	10	Charles H. Morse.
4 Chelsea, . . .	31,264	None, . . .	-	-	-	-	-
5 Fall River, . .	89,203	Two rooms, .	1	67	Carpentry, wood turning, pattern making, chipping, etc., machine shop practice.	8½	William J. Woods.
6 Fitchburg, . .	26,409	Suite of rooms,	2	110	Carpentry, wood turning, pattern making, chipping, etc., machine shop practice, moulding and carving.	10	William Briggs.
7 Gloucester, . .	23,211	None, . . .	-	-	-	-	-
8 Haverhill, . .	34,946	Building, . .	2	44	Carpentry, wood turning, pattern making, chipping, etc., bent iron work, forging, casting, machine shop practice.	6	J. H. Bourne.
9 Holyoke, . . .	40,322	Suite of rooms,	1	88	Carpentry, wood turning, pattern making, . . .	16	Arthur H. McDonald.
10 Lawrence, . . .	52,164	Building, . .	1	51	Carpentry, wood turning, chipping, filing, etc., forging, machine shop practice.	10	A. L. Fulkerson.
11 Lowell, . . .	84,397	Suite of rooms,	2	80	Carpentry, wood turning, pattern making, chipping, etc., bent iron work, forging, casting, machine shop practice.	16	T. F. Fisher.
12 Lynn, . . .	62,354	Suite of rooms,	4	-	Carpentry, wood turning, pattern making, chipping, etc., bent iron work, forging, machine shop practice.	9	Wm. C. Holden.
13 Malden, . . .	29,708	Suite of rooms,	2	88	Carpentry, wood turning, pattern making, casting, .	10	Charles H. Wescott.
14 New Bedford, .	55,231	Suite of rooms,	1	690*	Carpentry (eloyd),	1½	Edwin B. King.
15 Newton, . . .	27,690	Two rooms, .	3	-	-	-	Edith A. Matteson.

16	Pittsfield, . . .	20,461	None,	-	-	-	-	-	-
17	Quincy, . . .	20,712	None,	-	-	-	-	-	-
18	Salem, . . .	34,473	One room,	1	100	Carpentry,	. . . . .	24	David A. Roche.
19	Somerville, . . .	52,200	Suite of rooms,	1	121	Carpentry, wood turning, pattern making, clay modeling, carving, casting,	. . . . .	6	Everett W. Tuttle.
20	Springfield, . . .	51,523	Building, . . .	5	61	Carpentry, wood turning, pattern making, chipping, etc., forging, casting, machine shop practice.	. . . . .	12	Charles F. Warner.
21	Taunton, . . .	37,115	None,†	-	-	-	-	-	-
22	Waltham, . . .	20,876	Room and building,	2	44†	Carpentry, wood turning, pattern making, chipping, etc., bent iron work, casting, machine shop practice.	. . . . .	10	Bertram A. Leufest.
23	Worcester, . . .	98,767	Building, . . .	6	235	Carpentry, wood turning, pattern making, . . . . .	. . . . .	5	Walter G. Wesson.
Totals (23), . . .		1,500,062‡	18 schools, . . .	47	3,514	Average, . . . . .	. . . . .	9	

Cities and Towns not required to maintain Instruction in Manual Training.

1	Arlington, . . .	6,515	Suite of rooms,	1	100	Carpentry, wood turning, pattern making, . . . . .	. . . . .	2	Alfred E. Cobb.
2	Belmont, . . .	2,843	Room, . . .	1	20	Carpentry, . . . . .	. . . . .	14	Alfred E. Cobb.
3	Bridgewater, . . .	4,686	Suite of rooms,	1	100	Carpentry, pattern making (sloyd), . . . . .	. . . . .	2	Harlan P. Shaw.
4	Brookline, . . .	16,164	Suite of rooms,	3	2,000*	Carpentry, wood turning, pattern making, chipping, etc., bent iron work, casting,	. . . . .	3	Edward F. Hutchinson.
5	Concord, . . .	5,176	Building, . . .	1	150	Carpentry, wood turning, pattern making, chipping, etc., bent iron work, casting, machine shop practice.	. . . . .	15	W. W. Locke.
6	Dedham, . . .	6,188	Room, . . .	1	18	Carpentry, . . . . .	. . . . .	2	W. W. Locke.
7	Easton, . . .	4,452	Room, . . .	1	105	Carpentry, wood turning, . . . . .	. . . . .	24	Helen Veazie.
8	Gardner, . . .	9,132	Room, . . .	1	6	Carpentry, . . . . .	. . . . .	14	William J. Edwards.
9	Greenfield, . . .	6,229	Room, . . .	1	23	Carpentry, . . . . .	. . . . .	14	Eliza A. Howland.
10	Medford, . . .	14,474	Room, . . .	2	22	Carpentry, . . . . .	. . . . .	3	Joseph T. Whitney.

* More than nine-tenths of these are grammar pupils.

† Of this number, 410 are grammar grade boys.

† Building in process of erection.

‡ Equal to 55 per cent. of the population of the State.

Cities and Towns not required to maintain Instruction, etc. — Concluded.

	Population, State Census of 1895.	Provision for Instruction.	Number of Teachers.	Total Number of Pupils.	Subjects of Instruction.	Total Average Number of Hours per Week.	Principal or Person in Charge.
11 Milton, . . .	5,518	Two rooms,	2	30	Carpentry, wood turning.	3	Alles V. Phelps.
12 Natick, . . .	8,814	Room, . . .	1	60	Carpentry, . . .	2	George E. Houghton.
13 North Adams, .	19,135	One room,	1	177	Carpentry, wood carving,	2½	Charles H. Stearns.
14 Wakefield, . .	8,304	Room, . . .	1	200	Carpentry, pattern making,	1½	C. Edward McKinney.
15 Weston, . . .	1,710	Room, . . .	1	-	Carpentry, . . .	4½	Alfred C. Cobb.
16 Westwood, . .	1,023	Room, . . .	1	30	Carpentry, . . .	4	Helen T. Comins.
17 Winchester, . .	6,150	Room, . . .	-	-	Sloyd, . . .	-	-
18 Woburn, . . .	14,178	Suite of rooms,	1	481*	Carpentry, . . .	4	Willis S. Carter.
Totals (18), . .	140,740	-	21	8,522	Average, . . .	3½	
Grand totals (41),	1,546,792†	-	68	7,336	Grand average, . . .	6+	

* Summer attendance.

† Equal to 66 per cent. of the population of the State.

This table, when compared with the returns gathered in 1895, indicates a healthy growth in manual training. In 1895 but 12 of the 23 cities and towns of 20,000 inhabitants and upward had made provision for instruction according to law. The number has now increased to 18, or practically 19. In 1895 the 12 manual training plants taught 992 pupils; in 1899 the 18 plants taught 3,814 pupils. In 1895 29 teachers were employed; in 1899 the number had increased to 47.

Among towns of less than 20,000 inhabitants, 13 reported special rooms equipped for manual instruction in 1895; that number has now increased to 15. In these, 3,522 pupils were taught by 21 teachers during 1899, making, for the entire State, a total of 7,336 pupils under 68 instructors.

These figures do not yet, however, represent the whole truth, for such towns as Lexington and Northampton are not included. In these places manual instruction takes the form of knife work, sewing, etc., which may be carried on in the regular school rooms without expensive equipment.

The work of pupils in the manual training schools proper is gradually improving in character. Year by year one finds less of the original Swedish sloyd, which was ugliness incarnate, and more of those esthetic elements which, without interfering with technical processes, make for refinement in form in the models and for improved taste on the part of pupils. There is still a woeful lack of beauty. I believe that no manual training instructor in Massachusetts or elsewhere can give good and sufficient reasons for the imitation of ugly models. With all the improvement of recent years, more than one third of the models used in these schools are so clumsy and so inartistic, both in form and in decoration, that no person of taste would endure one of them in his house. Other models are mere time-stealers. Why occupy a pupil with processes which will now be accomplished by machinery forevermore? Mere skill of hand is important; but the power to make a mutton skewer or fit a plug to a bung-hole is as much at a discount in these days as the power to make a whole shoe by hand or to untie a bundle without injuring the string. What the pupil needs is, primarily, a training which shall refine his taste and increase his love for exquisite handiwork, and which shall at the same

time develop originality in thought and precision in touch. The problem of the instructors in manual training is great; it is to wed use and beauty, that together as one they may serve in education.

THE HIGH, GRAMMAR AND PRIMARY SCHOOLS.

The returns showing the status of drawing in these schools yielded, as usual, subsidiary information not to be ignored. One superintendent reports having "a member of the school committee who forbids drawing in 'his' schools"! A school committeeman reports, "We pay no attention to Drawing of eny amont." Another says, "Our Mountain Schools are ruined now by forced Study & Novelty." In reply to these questions: (1) "Is drawing taught regularly in your schools? (2) What course forms the basis of instruction? (3) Is a supervisor or teacher of drawing employed?" one man said, "at intervls on general principuls No we do not mak any." In reply to the question as to the teacher's preparation for teaching, he wrote: "From Nature." To the inquiry concerning manual work, one reply came thus: "We do not need any only from Nature." From one of the hill towns came this testimonial to Mr. Sargent, in reply to the question as to special teachers: "Occasionally we have Mr Sargent He fills the Bill No others need apply." The answers from one man are sufficiently definite and truthful to serve as models for many a return: "Drawing is taught in a rudimentary way. The teacher's taste forms the basis of instruction. The ordinary teacher teaches it." From one town of nearly 5,000 inhabitants, with more than 600 children in its schools, the sheet of inquiry was returned with "NIT" stamped upon it twelve times as a reply to every question. Such returns lead one to conclude that drawing is not the only subject demanding attention in some sections of this enlightened Commonwealth.

The returns as a whole, however, were encouraging. Some of the statistics are here tabulated:—

Industrial Drawing in Public Schools, Elementary and Secondary—1899.

CITIES AND TOWNS.	Group.*	Regular Instruction in Elementary Schools.	Special Teacher employed.	Director, Supervisor or Special Teacher.	A High School maintained.	Total Pupils.	Taught Drawing.	Special Teacher.†
Ablington,	O	Yes,	Yes,	Flora P. Townsend,	Yes,	108	57	No.
Acton,	O	Yes,	No,	-	Yes,	33	-	No.
Acushnet,	O	No,	No,	-	No,	-	-	-
Adams,	B	Yes,	Yes,	Ernest A. Batchelder,	Yes,	90	48	No.
Agawam,	O	No,	No,	-	No,	-	-	-
Alford,	O	No,	No,	-	No,	-	-	-
Amesbury,	B	Yes,	No,	-	Yes,	50‡	-	-
Amherst,	O	Yes,	Yes,	Mrs. Catherine K. Couch,	Yes,	141‡	-	-
Andover,	B	Yes,	Yes,	Elizabeth H. Degarest,	Yes,	91	21	Yes.
Arlington,	B	Yes,	Yes,	Evelyn F. Oros,	Yes,	122‡	56	No.
Ashburnham,	O	Yes,	No,	-	Yes,	47	33	Yes.
Ashby,	O	Yes,	No,	-	Yes,	21	21	No.
Ashfield,	O	Yes,	No,	-	-	-	-	-
Ashland,	O	Yes,	No,	-	-	-	-	-
Athol,	B	Yes,	Yes,	L. Florence Regan,	Yes,	108‡	-	No.
Attleborough,	B	Yes,	Yes,	Dorothy G. Rice,	Yes,	119	90	No.
Auburn,	O	Yes,	No,	-	No,	-	-	-

* According to population: A = 10,000 and above; B = 6,000 to 10,000; C = less than 6,000. † In addition to the supervisor of drawing. ‡ Returns for 1898.

Industrial Drawing in Public Schools, Elementary and Secondary — 1899 — Continued.

CITIES AND TOWNS.	Group.*	Regular Instruction in Elementary Schools.	Special Teacher employed.	Director, Supervisor or Special Teacher.	A High School maintained.	Total Pupils.	Taught Drawing.	Special Teacher.
Avon,	O	Yes,	No,	-	Yes,	41	13	No.
Ayer,	O	Yes,	No,	-	Yes,	74	-	No.
Barnstable,	O	Yes,	Yes,	Mabelle M. Hemenway,	Yes,	68	68	No.
Barre,	O	Yes,	No,	-	Yes,	44½	-	No.
Becket,	O	No,	No,	-	-	-	-	-
Bedford,	O	Yes,	No,	-	Yes,	24½	-	No.
Belchertown,	O	No,	No,	-	Yes,	74½	-	No.
Bellingham,	O	Yes,	No,	-	No,	-	-	-
Belmont,	O	Yes,	Yes,	E. K. Parker,	Yes,	81	12	No.
Berkley,	O	Yes,	No,	-	No,	-	-	-
Berlin,	O	Yes,	Yes,	Alice O. Eames,	No,	-	-	-
Barnardston,	O	Yes,	No,	-	Yes,	48	-	No.
Beverly,	A	Yes,	Yes,	Charles F. Whitney,	Yes,	136½	67	No.
Billerica,	O	Yes,	Yes,	Margaret E. Hill,	Yes,	48	-	No.
Blackstone,	B	Yes,	No,	-	Yes,	48½	-	No.
Blandford,	O	Yes,	No,	-	No,	-	-	-
Bolton,	O	Yes,	Yes,	Emily L. Haines,	Yes,	19	19	No.
Boston,	A	Yes,	Yes,	James Frederick Hopkins,	Yes,	4,447	3,373	Yes.
Bourne,	C	Yes,	No,	-	Yes,	33	-	No.

[illegible]

* According to population: A = 10,000 and above; B = 6,000 to 10,000; C = less than 6,000.

† In addition to the supervisor of drawing.

* According to population: A = 10,000 and above; B = 5,000 to 10,000; C = less than 5,000.

* According to population: A = 10,000 and above; B = 5,000

* According to population

Industrial Drawing in Public Schools, Elementary and Secondary—1899—Continued.

CITIES AND TOWNS.	Group.*	Regular Instruction in Elementary Schools.	Special Teacher employed.	Director, Supervisor or Special Teacher.	A High School maintained.	Total Pupils.	Taught Drawing.	Special Teacher.
Avon,	O	Yes,	No,	-	Yes,	41	13	No.
Ayer,	O	Yes,	No,	-	Yes,	74	-	No.
Barnstable,	O	Yes,	Yes,	Mabelle M. Hemenway,	Yes,	68	68	No.
Barre,	O	Yes,	No,	-	Yes,	44½	-	No.
Becket,	O	No,	No,	-	-	-	-	-
Bedford,	O	Yes,	No,	-	Yes,	24½	-	No.
Belchertown,	O	No,	No,	-	Yes,	74½	-	No.
Bellingham,	O	Yes,	No,	-	No,	-	-	-
Belmont,	O	Yes,	Yes,	E. K. Parker,	Yes,	81	12	No.
Berkley,	O	Yes,	No,	-	No,	-	-	-
Berlin,	O	Yes,	Yes,	Alice O. Eames,	No,	-	-	-
Barnardston,	O	Yes,	No,	-	Yes,	48	-	No.
Beverly,	A	Yes,	Yes,	Charles F. Whitney,	Yes,	134½	67	No.
Billerica,	O	Yes,	Yes,	Margaret E. Hill,	Yes,	48	-	No.
Blackstone,	B	Yes,	No,	-	Yes,	48½	-	No.
Blandford,	O	Yes,	No,	-	No,	-	-	-
Bolton,	O	Yes,	Yes,	Emily L. Haines,	Yes,	19	19	No.
Boston,	A	Yes,	Yes,	James Frederick Hopkins,	Yes,	4,447	3,373	Yes.
Bourne,	C	Yes,	No,	-	Yes,	38	-	No.

Boxborough,	.	.	.	.	O	Yes,	.	No,	.	-	No,	.	.	-	.	-	.	-	.	-	-	-	No.
Boxford,	.	.	.	.	O	Yes,	.	No,	.	-	No,	.	.	-	.	-	.	-	.	-	-	-	No.
Boylston,	.	.	.	.	O	Yes,	.	No,	.	-	-	.	.	-	.	-	.	-	.	-	-	-	No.
Braintree,	.	.	.	.	B	Yes,	.	Yes,	.	.	Helen E. Hewes,	.	.	.	.	.	.	.	.	.	.	.	No.
Brewster,	.	.	.	.	O	Yes,	.	Yes,	.	.	Gertrude R. Brigham,	.	.	.	.	.	.	.	.	.	.	.	No.
Bridgewater,	.	.	.	.	O	Yes,	.	Yes,	.	.	Elizabeth H. Perry,	.	.	.	.	.	.	.	.	.	.	.	Yes.
Brimfield,	.	.	.	.	O	Yes,	.	No,	.	-	-	.	.	.	.	.	.	.	.	.	.	.	-
Brockton,	.	.	.	.	A	Yes,	.	Yes,	.	.	Mary B. Tloomb,	.	.	.	.	.	.	.	.	.	.	.	Yes.
Brookfield,	.	.	.	.	O	Yes,	.	Yes,	.	.	Grace E. Hackett,	.	.	.	.	.	.	.	.	.	.	.	No.
Brookline,	.	.	.	.	A	Yes,	.	Yes,	.	.	Irene Weir,	.	.	.	.	.	.	.	.	.	.	.	Yes.
Buckland,	.	.	.	.	O	Yes,	.	No,	.	-	-	.	.	.	.	.	.	.	.	.	.	.	-
Burlington,	.	.	.	.	O	Yes,	.	No,	.	-	-	.	.	.	.	.	.	.	.	.	.	.	-
Cambridge,	.	.	.	.	A	Yes,	.	Yes,	.	.	Peter Egan,	.	.	.	.	.	.	.	.	.	.	.	Yes.
Canton,	.	.	.	.	O	Yes,	.	Yes,	.	.	Edith Robinson,	.	.	.	.	.	.	.	.	.	.	.	No.
Carlisle,	.	.	.	.	O	Yes,	.	No,	.	-	-	.	.	.	.	.	.	.	.	.	.	.	-
Carver,	.	.	.	.	O	Yes,	.	No,	.	-	-	.	.	.	.	.	.	.	.	.	.	.	-
Charlemont,	.	.	.	.	O	Yes,	.	No,	.	-	-	.	.	.	.	.	.	.	.	.	.	.	No.
Charlton,	.	.	.	.	O	No,	.	No,	.	-	-	.	.	.	.	.	.	.	.	.	.	.	-
Chatham,	.	.	.	.	O	Yes,	.	No,	.	-	-	.	.	.	.	.	.	.	.	.	.	.	No.
Chelmsford,	.	.	.	.	O	Yes,	.	No,	.	-	-	.	.	.	.	.	.	.	.	.	.	.	-
Chelsea,	.	.	.	.	A	Yes,	.	Yes,	.	.	Wilhelmina N. Dranga,	.	.	.	.	.	.	.	.	.	.	.	Yes.
Cheshire,	.	.	.	.	O	Yes,	.	No,	.	-	-	.	.	.	.	.	.	.	.	.	.	.	No.

* According to population: A = 10,000 and above; B = 5,000 to 10,000; C = less than 5,000. † In addition to the supervisor of drawing. ‡ Returns for 1899.

Industrial Drawing in Public Schools, Elementary and Secondary — 1899 — Continued.

CITIES AND TOWNS.	Group.*	Regular Instruction in Elementary Schools.	Special Teacher employed.	Director, Supervisor or Special Teacher.	A High School maintained.	Total Pupils.	Taught Drawing.	Special Teacher.†
Chester,	O	Yes,	No,	-	-	-	-	-
Chesterfield,	O	No,	No,	-	No,	-	-	-
Chicopee,	A	Yes,	Yes,	Charles M. Campbell,	Yes,	142	43	No.
Chilmark,	C	Yes,	No,	-	-	-	-	-
Clarksburg,	O	Yes,	No,	-	-	-	-	-
Clinton,	A	Yes,	Yes,	William L. Judkins,	Yes,	204	204	No.
Cohasset,	C	Yes,	Yes,	Sara T. Bailey,	Yes,	71	26	No.
Colrain,	O	No,	No,	-	-	-	-	-
Concord,	B	Yes,	Yes,	May Ellery,	Yes,	198	160	No.
Conway,	O	No,	No,	-	Yes,	37‡	-	-
Cottage City,	O	Yes,	Yes,	Eunice F. Faulkner,	Yes,	9	9	No.
Cummington,	O	Yes,§	No,	-	-	-	-	-
Dalton,	O	Yes,	Yes,	Loes V. Kallogg,	Yes,	76	44	No.
Dana,	O	No,	-	-	-	-	-	-
Danvers,	B	Yes,	No,	-	Yes,	204	-	No.
Dartmouth,	O	Yes,	No,	-	Yes,	36	36	No.
Dedham,	B	Yes,	Yes,	Wilhelmina N. Drange,	Yes,	191	180	Yes.
Deerfield,	C	Yes,	Yes,	Clara E. Fay,	-	-	-	-
Dennis,	O	Yes,	No,	-	Yes,	69	69	No.

Dighton,	O	Yes,	. . . . .	No,	. . . . .	-	. . . . .	No.	-	-	-
Douglas,	O	No,	. . . . .	No,	. . . . .	-	. . . . .	-	-	-	-
Dover,	O	Yes,	. . . . .	No,	. . . . .	-	. . . . .	Yes,	5	5	No.
Dracont,	O	Yes,	. . . . .	Yes,	. . . . .	. . . . .	. . . . .	No,	-	-	-
Dudley,	O	Yes,	. . . . .	No,	. . . . .	-	. . . . .	Yes,	30†	-	No.
Dunstable,	O	Yes,	. . . . .	No,	. . . . .	-	. . . . .	-	-	-	-
Durbury,	O	Yes,	. . . . .	No,	. . . . .	-	. . . . .	Yes,	28	20	Yes.
East Bridgewater,	O	Yes,	. . . . .	Yes,	. . . . .	. . . . .	. . . . .	Yes,	46	-	No.
East Longmeadow,	O	Yes,	. . . . .	Yes,	. . . . .	. . . . .	. . . . .	No,	-	-	-
Eastham,	O	Yes,	. . . . .	No,	. . . . .	-	. . . . .	-	-	-	-
Easthampton,	O	Yes,	. . . . .	Yes,	. . . . .	. . . . .	. . . . .	Yes,	66	66	No.
Easton,	O	Yes,	. . . . .	Yes,	. . . . .	. . . . .	. . . . .	Yes,	101	85	No.
Edgartown,	O	Yes,	. . . . .	Yes,	. . . . .	. . . . .	. . . . .	Yes,	24	24	No.
Egremont,	O	Yes,	. . . . .	No,	. . . . .	-	. . . . .	-	-	-	-
Enfield,	O	No,	. . . . .	No,	. . . . .	-	. . . . .	Yes,	15	-	No.
Erving,	O	Yes,	. . . . .	No,	. . . . .	-	. . . . .	No,	-	-	-
Essex,	O	No,	. . . . .	No,	. . . . .	-	. . . . .	Yes,	39†	-	No.
Everett,	A	Yes,	. . . . .	Yes,	. . . . .	. . . . .	. . . . .	Yes,	208	112	No.
Fairhaven,	O	Yes,	. . . . .	No,	. . . . .	-	. . . . .	-	-	-	-
Fall River,	A	Yes,	. . . . .	Yes,	. . . . .	. . . . .	. . . . .	Yes,	638	67	Yes.
Falmouth,	O	Yes,	. . . . .	No,	. . . . .	-	. . . . .	Yes,	84	-	No.

† In addition to the supervisor of drawing.

§ Regularly, in one room only.

* According to population: A = 10,000 and above; B = 5,000 to 10,000; C = less than 5,000.

† Returns for 1895.

Industrial Drawing in Public Schools, Elementary and Secondary — 1899 — Continued.

CITIES AND TOWNS.	Group.*	Regular Instruction in Elementary Schools.	Special Teacher employed.	Director, Supervisor or Special Teacher.	A High School maintained.	Total Pupils.	Taught Drawing.	Special Teacher.†
Fitchburg,	A	Yes,	Yes,	Emma F. Chaffin,	Yes,	533	247	Yes.
Florida,	O	Yes,	No,	-	-	-	-	-
Foxborough,	O	Yes,	Yes,	Sadie B. Melzard,	Yes,	76	7	Yes.
Framlingham,	B	Yes,	Yes,	Ada L. Hastings,	Yes,	200	42	No.
Franklin,	B	Yes,	Yes,	Adria R. Mason,	-	-	-	-
Freetown,	O	Yes,	No,	-	-	-	-	-
Gardner,	B	Yes,	Yes,	William J. Edwards,	Yes,	165	91	No.
Gay Head,	O	No,	No,	-	-	-	-	-
Georgetown,	O	Yes,	Yes,	Bartha M. Larkin,	Yes,	56	50	No.
Gill,	C	Yes,	Yes,	Grace Elliott,	No,	-	-	-
Gloucester,	A	Yes,	Yes,	Carrie H. Sawyer,	Yes,	378	353	Yes.
Goshen,	O	No,	No,	-	-	-	-	-
Gosnold,	O	No,	No,	-	-	-	-	-
Grafton,	B	Yes,	Yes,	Flora M. Randall,	Yes,	72	30	No.
Granby,	O	Yes,	No,	-	Yes,	14½	14	No.
Granville,	O	No,	No,	-	-	-	-	-
Great Barrington,	O	Yes,	Yes,	Christiana M. Murdock,	Yes,	166	30	No.
Greenfield,	B	Yes,	Yes,	Josephine W. Ohnte,	Yes,	187	78	No.
Greenwich,	O	No,	No,	-	-	-	-	-

Industrial Drawing in Public Schools, Elementary and Secondary — 1899 — Continued.

CITIES AND TOWNS.	Group.*	Regular Instruction in Elementary Schools.	Special Teacher employed.	Director, Supervisor or Special Teacher.	A High School maintained.	Total Pupils.	Taught Drawing.	Special Teacher.†
Holyoke,	A	Yes,	Yes,	Isabelle H. Ferry,	Yes,	532	48	No.
Hopedale,	O	Yes,	Yes,	Carolyn Field,	Yes,	26	33	No.
Hopkinton,	O	Yes,	No,	-	Yes,	68	-	No.
Hubbardston,	O	Yes,	No,	-	Yes,	9†	-	No.
Hudson,	B	Yes,	Yes,	A. May Pierce,	Yes,	129	94	No.
Hull,	O	Yes,	Yes,	Harriet J. Nichols,	No,	-	-	-
Huntington,	O	Yes,	No,	-	No,	-	-	-
Hyde Park,	A	Yes,	Yes,	Anna M. Kimball,	Yes,	283	11	Yes.
Ipawich,	O	Yes,	Yes,	Harriet D. Condon,	Yes,	50†	30	No.
Kingston,	O	Yes,	No,	-	Yes,	54	54	No.
Lakeville,	O	No,	No,	-	-	-	-	-
Lancaster,	O	Yes,	No,	-	Yes,	68	-	No.
Lanesborough,	O	Yes,	No,	-	-	-	-	-
Lawrence,	A	Yes,	Yes,	A. W. Scribner,	Yes,	266†	233	No.
Lee,	O	No,	No,	-	No,	-	-	-
Leicester,	O	Yes,	Yes,	Florence E. Thayer,	Yes,	44	44	No.
Lenox,	O	Yes,	Yes,	Beattie F. Amesbury,	Yes,	57	-	No.
Leominster,	B	Yes,	Yes,	Ethel S. Chute,	Yes,	100	80	No.
Leverett,	O	Yes,	No,	-	-	-	-	-

	O	Yes,	.	Yes,	.	Lilla M. Vickery,	.	.	.	Yes,	.	72	12	No.
Lexington,	.	Yes,	.	Yes,	.	-	.	.	-	-	.	-	-	-
Leyden,	.	Yes,	.	No,	.	Margaret E. Hill,	.	.	.	No,	.	-	-	-
Lincoln,	.	Yes,	.	Yes,	.	-	.	.	-	Yes,	.	20	-	No.
Littleton,	.	Yes,	.	No,	.	Alice F. Willard,	.	.	.	No,	.	-	-	-
Longmeadow,	.	Yes,	.	Yes,	.	Olive E. Underhill,	.	.	.	Yes,	.	813	90	Yes.
Lowell,	A	Yes,	.	Yes,	.	Alice F. Willard,	.	.	.	Yes,	.	17	-	No.
Ludlow,	O	Yes,	.	Yes,	.	-	.	.	-	Yes,	.	24	24	No.
Lunenburg,	.	Yes,	.	No,	.	Abbie J. Barry,	.	.	.	Yes,	.	204	204	No.
Lynn,	. A	Yes,	.	Yes,	.	-	.	.	-	No,	.	-	-	-
Lynnfield,	.	Yes,	.	No,	.	L. Rena McLaughlin,	.	.	.	Yes,	.	463	113	Yes.
Malden,	.	Yes,	.	Yes,	.	Elizabeth B. Treadwell,	.	.	.	Yes,	.	50†	5	Yes.
Manchester,	O	Yes,	.	Yes,	.	Norma L. Pease,	.	.	.	Yes,	.	70	70	No.
Mansfield,	.	Yes,	.	Yes,	.	Gertrude F. Sanderson,	.	.	.	Yes,	.	108†	-	No.
Marblehead,	B	Yes,	.	Yes,	.	-	.	.	-	No,	.	-	-	-
Marion,	O	Yes,	.	No,	.	Blanche A. Russell,	.	.	.	Yes,	.	151	84	Yes.
Marlborough,	A	Yes,	.	Yes,	.	-	.	.	-	-	.	-	-	-
Marshfield,	O	Yes,	.	No,	.	-	.	.	-	No,	.	-	-	-
Masspee,	O	Yes,	.	No,	.	-	.	.	-	No,	.	-	-	-
Mattapoisett,	O	No,	.	No,	.	-	.	.	-	Yes,	.	33	33	No.
Maynard,	O	Yes,	.	No,	.	-	.	.	-	Yes,	.	27	-	No.
Medford,	O	Yes,	.	No,	.	-	.	.	-	Yes,	.	309	132	No.
Medford,	A	Yes,	.	Yes,	.	Louise MacLeod,	.	.	.	Yes,	.	-	-	No.

* According to population: A = 10,000 and above; B = 5,000 to 10,000; C = less than 5,000. † In addition to the supervisor of drawing. ‡ Returns for 1896.

Industrial Drawing in Public Schools, Elementary and Secondary — 1899 — Continued.

CITIES AND TOWNS.	Group.*	Regular Instruction in Elementary Schools.	Special Teacher employed.	Director, Supervisor or Special Teacher.	A High School maintained.	Total Pupils.	Taught Drawing.	Special Teacher.†
Holyoke,	A	Yes,	Yes,	Isabelle H. Ferry,	Yes,	532	48	No.
Hopedale,	O	Yes,	Yes,	Carolyn Field,	Yes,	36	33	No.
Hopkinton,	O	Yes,	No,	-	Yes,	63	-	No.
Hubbardston,	O	Yes,	No,	-	Yes,	9†	-	No.
Hudson,	B	Yes,	Yes,	A. May Pierce,	Yes,	129	94	No.
Hull,	O	Yes,	Yes,	Harriet J. Nichols,	No,	-	-	-
Huntington,	O	Yes,	No,	-	No,	-	-	-
Hyde Park,	A	Yes,	Yes,	Anna M. Kimball,	Yes,	233	11	Yes.
Ipawich,	O	Yes,	Yes,	Harriet D. Condon,	Yes,	50†	30	No.
Kington,	O	Yes,	No,	-	Yes,	54	54	No.
Lakeville,	O	No,	No,	-	-	-	-	-
Lancaster,	O	Yes,	No,	-	Yes,	68	-	No.
Lanesborough,	O	Yes,	No,	-	-	-	-	-
Lawrence,	A	Yes,	Yes,	A. W. Scribner,	Yes,	266†	253	No.
Lee,	O	No,	No,	-	No,	-	-	-
Leicester,	O	Yes,	Yes,	Florence E. Thayer,	Yes,	44	44	No.
Lenox,	O	Yes,	Yes,	Bessie F. Amesbury,	Yes,	57	-	No.
Leominster,	B	Yes,	Yes,	Ethel S. Olute,	Yes,	109	89	No.
Leverett,	O	Yes,	No,	-	-	-	-	-

	O	Yes,		Yes,		Yes,		Lilla M. Vickery,		Yes,		73	12	No.
Lexington,		Yes,						-		-		-	-	-
Leyden,	O	Yes,		No,				-		-		-	-	-
Lincoln,	O	Yes,		Yes,				Margaret E. Hill,		No,		-	-	-
Littleton,	O	Yes,		No,				-		Yes,		20	-	No.
Longmeadow,	O	Yes,		Yes,				Alice F. Willard,		No,		-	-	-
Lowell,	A	Yes,		Yes,				Olive E. Underhill,		Yes,		813	80	Yes.
Ludlow,	O	Yes,		Yes,				Alice F. Willard,		Yes,		17	-	No.
Lunenburg,	O	Yes,		No,				-		Yes,		24	24	No.
Lynn,	A	Yes,		Yes,				Abbie J. Barry,		Yes,		204	204	No.
Lyndfield,	O	Yes,		No,				-		No,		-	-	-
Malden,	A	Yes,		Yes,				L. Rena McLaughlin,		Yes,		463	113	Yes.
Manchester,	O	Yes,		Yes,				Elizabeth B. Treadwell,		Yes,		50†	6	Yes.
Mansfield,	O	Yes,		Yes,				Norma L. Peirce,		Yes,		70	70	No.
Marblehead,	B	Yes,		Yes,				Gertrude F. Sanderson,		Yes,		108†	-	No.
Marion,	O	Yes,		No,				-		No,		-	-	-
Marlborough,	A	Yes,		Yes,				Blanche A. Russell,		Yes,		151	84	Yes.
Marshfield,	O	Yes,		No,				-		-		-	-	-
Mashpee,	O	Yes,		No,				-		No,		-	-	-
Mattapoisett,	O	No,		No,				-		No,		-	-	-
Maynard,	O	Yes,		No,				-		Yes,		33	33	No.
Medfield,	O	Yes,		No,				-		Yes,		27	-	No.
Medford,	A	Yes,		Yes,				Louise MacLeod,		Yes,		300	132	No.

* According to population: A = 10,000 and above; B = 5,000 to 10,000; C = less than 5,000. † In addition to the supervisor of drawing. ‡ Returns for 1895.

Industrial Drawing in Public Schools, Elementary and Secondary — 1899 — Continued.

CITIES AND TOWNS.	Group.*	Regular Instruction in Elementary Schools.	Special Teacher employed.	Director, Supervisor or Special Teacher.	A High School maintained.	Total Pupils.	Taught Drawing.	Special Teacher.
Madway,	O	Yes,	No,	-	Yes,	57	-	No.
Melrose,	A	Yes,	Yes,	Willis S. Carter,	Yes,	223†	138	No.
Mendon,	O	Yes,	No,	-	Yes,	27	-	No.
Merrimac,	O	Yes,	Yes,	Maudie S. Rose,	Yes,	64	64	No.
Methuen,	B	Yes,	Yes,	Avia Foster,	Yes,	94	72	No.
Middleborough,	B	Yes,	No,	-	Yes,	138	90	No.
Middlefield,	O	No,	No,	-	No,	-	-	-
Middleton,	O	Yes,	No,	-	No,	-	-	-
Milford,	B	Yes,	Yes,	Mary L. Cook,	Yes,	136†	88	No.
Milbury,	B	Yes,	Yes,	B. W. Greeley,	Yes,	60†	-	No.
Mills,	O	Yes,	No,	-	Yes,	10	10	No.
Milton,	B	Yes,	Yes,	Catharine Woodbury,	Yes,	144	33	No.
Monroe,	O	Yes,	No,	-	-	-	-	-
Monson,	O	Yes,	No,	-	Yes,	91	35	Yes.
Montague,	B	Yes,	Yes,	Mrs. Catharine K. Conch,	Yes,	63	-	No.
Monterey,	O	Yes,	No,	-	No,	-	-	-
Montgomery,	O	Yes,	No,	-	No,	-	-	-
Mount Washington,	O	No,	No,	-	No,	-	-	-
Nahant,	O	Yes,	Yes,	Florence M. Kinney,	Yes,	20	20	No.

	O	Yes,	.	Yes,	.	Yes,	.	Sara W. Smith,	.	Yes,	.	76	76	No.
Nantucket,	O	Yes,	.	Yes,	.	Yes,	.	.	.	.	.	.	.	No.
Natick,	B	Yes,	.	Yes,	.	Yes,	.	Elsie H. Carret,	.	Yes,	.	96	.	No.
Needham,	O	Yes,	.	Yes,	.	Yes,	.	Elizabeth B. Treadwell,	.	Yes,	.	88	68	No.
New Ashford,	O	No,	.	No,	.	No,	.	-	-	No,	.	-	-	-
New Bedford,	A	Yes,	.	Yes,	.	Yes,	.	Mary W. Gilbert,	.	Yes,	.	364	280	Yes.
New Braintree,	O	Yes,	.	No,	.	No,	.	-	-	-	.	-	-	-
New Marlborough,	O	Yes,	.	No,	.	No,	.	-	-	No,	.	-	-	-
New Salem,	O	Yes,	.	No,	.	No,	.	-	-	-	.	-	-	-
Newbury,	O	No,	.	No,	.	No,	.	-	-	-	.	-	-	-
Newburyport,	A	Yes,	.	Yes,	.	Yes,	.	Sadie M. Morse,	.	Yes,	.	291	170	No.
Newton,	A	Yes,	.	Yes,	.	Yes,	.	Nathaniel L. Berry,	.	Yes,	.	715	244	Yes.
Norfolk,	O	No,	.	No,	.	No,	.	-	-	Yes,	.	12	-	No.
North Adams,	A	Yes,	.	Yes,	.	Yes,	.	T. M. Dillaway,	.	Yes,	.	180†	54	No.
North Andover,	O	Yes,	.	Yes,	.	Yes,	.	Harriet D. Ondon,	.	Yes,	.	69	67	No.
North Attleborough,	B	Yes,	.	Yes,	.	Yes,	.	Mabel J. Brigham,	.	Yes,	.	90	71	No.
North Brookfield,	O	Yes,	.	Yes,	.	Yes,	.	Nellie Mahoney,	.	-	.	-	-	-
North Reading,	O	Yes,	.	Yes,	.	Yes,	.	Emily Fowler,	.	No,	.	-	-	-
Northampton,	A	Yes,	.	Yes,	.	Yes,	.	Catharine D. Whitman,	.	Yes,	.	207	18	No.
Northborough,	O	Yes,	.	Yes,	.	Yes,	.	Alce C. Eames,	.	Yes,	.	55	55	No.
Northbridge,	B	Yes,	.	Yes,	.	Yes,	.	Elizabeth B. Treadwell,	.	Yes,	.	68	36	No.
Northfield,	O	Yes,	.	Yes,	.	Yes,	.	Grace Elliott,	.	No,	.	-	-	-
Norton,	O	Yes,	.	No,	.	No,	.	-	-	No,	.	-	-	-

* According to population: A = 10,000 and above; B = 5,000 to 10,000; C = less than 5,000. † In addition to the supervisor of drawing. ‡ Returns for 1896.

Industrial Drawing in Public Schools, Elementary and Secondary — 1899 — Continued.

CITIES AND TOWNS.	Group.*	Regular Instruction in Elementary Schools.	Special Teacher employed.	Director, Supervisor or Special Teacher.	A High School maintained.	Total Pupils.	Taught Drawing.	Special Teacher.†
Norwell,	C	Yes,	Yes,	A. Gertrude Jones,	Yes,	40	31	No.
Norwood,	O	Yes,	Yes,	Anna A. Robinson,	Yes,	60	56	No.
Oakham,	O	No,	No,	-	No,	-	-	-
Orange,	B	Yes,	Yes,	E. J. Edwards,	Yes,	146	33	No.
Orleans,	O	Yes,	Yes,	Martha P. Luther,	Yes,	87½	-	No.
Otis,	O	Yes,	No,	-	No,	-	-	-
Oxford,	O	Yes,	No,	-	Yes,	46	-	No.
Palmer,	B	Yes,	Yes,	Gertrude M. Robinson,	Yes,	78	47	No.
Paxton,	O	Yes,	No,	-	-	-	-	-
Peabody,	A	Yes,	Yes,	Gertrude F. Sanderson,	Yes,	146	-	No.
Pelham,	O	No,	No,	-	No,	-	-	-
Pembroke,	O	Yes,	No,	-	Yes,	36	36	No.
Pepperell,	O	Yes,	Yes,	Emma H. Haynes,	Yes,	78	70	No.
Peru,	O	Yes,	No,	-	No,	-	-	-
Peterham,	O	Yes,	No,	-	-	-	-	-
Phillipston,	O	Yes,	No,	-	No,	-	-	-
Pittsfield,	A	Yes,	Yes,	George H. Dennison,	Yes,	238	70	No.
Plainfield,	C	No,	No,	-	No,	-	-	-
Plymouth,	B	Yes,	Yes,	Clara F. Robinson,	Yes,	143	7	-

Industrial Drawing in Public Schools, Elementary and Secondary — 1899 — Continued.

OTITIES AND TOWNS.	Group.*	Regular Instruction in Elementary Schools.	Special Teacher employed.	Director, Supervisor or Special Teacher.	A High School maintained.	Total Pupils.	Taught Drawing.	Special Teacher.†
Sandwich,	O	Yes,	No,	-	Yes,	25	-	No.
Saugus,	O	Yes,	Yes,	Sadie R. Melard,	Yes,	90	48	No.
Savoy,	O	Yes,	No,	-	No,	-	-	-
Scituate,	O	Yes,	Yes,	Sara T. Bailey,	Yes,	66	66	No.
Seekonk,	O	Yes,	No,	-	No,	-	-	-
Sharon,	O	Yes,	Yes,	Grace E. Southworth,	Yes,	27	27	No.
Sheffield,	O	Yes,	No,	-	Yes,	28†	-	No.
Shelburne,	O	Yes,	No,	-	-	-	-	-
Sherborn,	O	Yes,	No,	-	Yes,	16	16	No.
Shirley,	O	Yes,	Yes,	Emily L. Haines,	No,	-	-	-
Shrewsbury,	O	Yes,	Yes,	Mabel E. Dickinson,	Yes,	43	43	No.
Shutesbury,	O	Yes,	No,	-	No,	-	-	-
Somerset,	O	Yes,	No,	-	No,	-	-	-
Somerville,	A	Yes,	Yes,	Mary L. Patrick,	Yes,	702	463	Yes.
South Hadley,	O	Yes,	Yes,	Mary G. Balch,	-	-	-	-
Southampton,	O	Yes,	No,	-	Yes,	2	-	No.
Southborough,	O	Yes,	Yes,	Alice O. Eames,	Yes,	44	44	No.
Southbridge,	B	Yes,	Yes,	Anna F. Eager,	Yes,	62	62	No.
Southwick,	O	Yes,	No,	-	No,	-	-	-

Spencer,	B	Yes,	.	Yes,	.	Harriet F. Smith, . . . . .	.	Yes,	.	110	28	No.
Springfield,	A	Yes,	.	Yes,	.	James Hall, . . . . .	.	Yes,	.	479†	144	Yes.
Sterling,	O	No,	.	No,	.	-	.	Yes,	.	38	-	No.
Stockbridge,	O	Yes,	.	No,	.	-	.	Yes,	.	56	-	No.
Stoneham,	B	Yes,	.	Yes,	.	Evelyn F. Cross, . . . . .	.	Yes,	.	114	48	No.
Stoughton,	B	Yes,	.	Yes,	.	Grace E. Southworth, . . . . .	.	Yes,	.	80	80	No.
Stow,	O	Yes,	.	Yes,	.	Maudie S. Dolan, . . . . .	.	Yes,	.	25	25	No.
Sturbridge,	O	Yes,	.	No,	.	-	.	No,	.	-	-	-
Sudbury,	O	Yes,	.	No,	.	-	.	Yes,	.	20	-	No.
Sunderland,	O	Yes,	.	No,	.	-	.	-	.	-	-	-
Sutton,	O	Yes,	.	No,	.	-	.	Yes,	.	32†	-	No.
Swampscott,	O	Yes,	.	Yes,	.	Elizabeth A. Bill, . . . . .	.	Yes,	.	73	40	No.
Swansea,	O	Yes,	.	No,	.	-	.	No,	.	-	-	-
Taunton,	A	Yes,	.	Yes,	.	Ora Strange, . . . . .	.	Yes,	.	396	-	No.
Templeton,	O	Yes,	.	No,	.	-	.	Yes,	.	44	-	No.
Tewksbury,	O	Yes,	.	Yes,	.	Emily Fowler, . . . . .	.	No,	.	-	-	-
Thibury,	O	Yes,	.	Yes,	.	Eunice F. Faulkner, . . . . .	.	Yes,	.	29	29	No.
Tolland,	O	No,	.	No,	.	-	.	No,	.	-	-	-
Topsheld,	O	No,	.	No,	.	-	.	Yes,	.	2	2	No.
Townsend,	O	Yes,	.	Yes,	.	Emily L. Haines, . . . . .	.	Yes,	.	41	13	No.
Truro,	O	Yes,	.	No,	.	-	.	No,	.	-	-	-
Tyngsborough,	O	Yes,	.	Yes,	.	Emily Fowler, . . . . .	.	No,	.	-	-	-

* According to population : A = 10,000 and above; B = 5,000 to 10,000; O = less than 5,000. † In addition to the supervisor of drawing. ‡ Returns for 1906.

Industrial Drawing in Public Schools, Elementary and Secondary — 1899 — Continued.

CITIES AND TOWNS.	Group.*	Regular Instruction in Elementary Schools.	Special Teacher employed.	Director, Supervisor or Special Teacher.	A High School maintained.	Total Pupils.	Taught Drawing.	Special Teacher.†
Tyringham,	O	No, . . .	No, . . .	-	No, . . .	-	-	-
Upton,	O	Yes, . . .	Yes, . . .	Flora E. Randall,	Yes, . . .	68‡	-	No.
Uxbridge,	O	Yes, . . .	No, . . .	-	Yes, . . .	62	53	No.
Wakefield,	B	Yes, . . .	Yes, . . .	Annie B. Parker,	Yes, . . .	244	131	No.
Wales,	O	Yes, . . .	Yes, . . .	Charles M. Campbell,	-	-	-	-
Walpole,	O	Yes, . . .	Yes, . . .	Sadie B. Melzard,	Yes, . . .	94	30	No.
Walham,	A	Yes, . . .	Yes, . . .	Geo. E. Morris,	Yes, . . .	311	233	Yes.
Ware,	B	Yes, . . .	Yes, . . .	W. L. Jenkins,	Yes, . . .	86	33	No.
Wareham,	O	No, . . .	No, . . .	-	Yes, . . .	71	-	No.
Warren,	O	Yes, . . .	Yes, . . .	Grace E. Hackett,	Yes, . . .	71	37	No.
Warwick,	O	Yes, . . .	Yes, . . .	Grace Elliot,	No, . . .	-	-	-
Washington,	O	No, . . .	No, . . .	-	-	-	-	-
Watertown,	B	Yes, . . .	Yes, . . .	Elizabeth O. Allen,	Yes, . . .	102	93	No.
Wayland,	O	Yes, . . .	Yes, . . .	Grace A. Reed,	Yes, . . .	45	45	No.
Webster,	B	Yes, . . .	Yes, . . .	Della E. St. John,	Yes, . . .	17	-	No.
Wellesley,	O	Yes, . . .	Yes, . . .	Elizabeth O. Kent,	Yes, . . .	94	35	No.
Wellesley,	O	Yes, . . .	No, . . .	-	Yes, . . .	19	-	No.
Wendell,	O	Yes, . . .	No, . . .	-	No, . . .	-	-	-
Wenham,	O	Yes, . . .	No, . . .	-	No, . . .	-	-	-

West Boylston,	O	Yes,	.	Yes,	.	Mary E. Danforth,	.	Yes,	.	36	36	No.
West Bridgewater,	O	Yes,	.	Yes,	.	L. Eveline Merritt,	.	No,	.	-	-	-
West Brookfield,	O	Yes,	.	No,	.	-	-	No,	.	-	-	-
West Newbury,	O	Yes,	.	Yes,	.	Lillian Newman,	.	Yes,	.	21	21	No.
West Springfield,	B	Yes,	.	Yes,	.	Charles M. Campbell,	.	Yes,	.	128	80	No.
West Stockbridge,	O	No,	.	No,	.	-	-	No,	.	-	-	-
West Taubury,	O	Yes,	.	No,	.	-	-	-	.	-	-	-
Westborough,	B	Yes,	.	Yes,	.	Ella M. Fay,	.	Yes,	.	75	69	No.
Westfield,	A	Yes,	.	Yes,	.	Marion E. Hurlbut,	.	Yes,	.	196	101	No.
Westford,	O	Yes,	.	No,	.	-	-	Yes,	.	42	-	No.
Westhampton,	O	No,	.	No,	.	-	-	No,	.	-	-	-
Westminster,	O	Yes,	.	No,	.	-	-	Yes,	.	20	20	No.
Weston,	O	Yes,	.	Yes,	.	Sarah E. Jewett,	.	Yes,	.	41	41	No.
Westport,	O	Yes,	.	No,	.	-	-	Yes,	.	12	12	No.
Westwood,	O	Yes,	.	No,	.	-	-	No,	.	-	-	-
Weymouth,	A	Yes,	.	No,	.	-	-	Yes,	.	242	-	No.
Whately,	O	Yes,	.	No,	.	-	-	-	.	-	-	-
Whitman,	B	Yes,	.	Yes,	.	A. Gertrude Jones,	.	Yes,	.	88	48	No.
Wilbraham,	O	Yes,	.	Yes,	.	Gertrude J. Webber,	.	No,	.	-	-	-
Williamburg,	O	Yes,	.	No,	.	-	-	Yes,	.	16	21	No.
Williamstown,	O	Yes,	.	Yes,	.	T. M. Dillaway,	.	No,	.	-	-	-
Wilmington,	O	Yes,	.	No,	.	-	-	Yes,	.	31	-	No.

* According to population : A = 10,000 and above ; B = 5,000 to 10,000 ; C = less than 5,000. † In addition to the supervisor of drawing. ‡ Returns for 1898.

Industrial Drawing in Public Schools, Elementary and Secondary — 1899 — Concluded.

CITIES AND TOWNS.	Group.*	Regular Instruction in Elementary Schools.	Special Teacher employed.	Director, Supervisor or Special Teacher.	A High School maintained.	Total Pupils.	Taught Drawing.	Special Teacher.†
Winchendon,	O	Yes,	Yes,	Elizabeth E. Morse,	Yes,	84	77	No.
Winchester,	B	Yes,	Yes,	M. Gertrude Cross,	Yes,	149	61	Yes.
Windsor,	O	Yes,	No,	-	-	-	-	-
Winthrop,	O	Yes,	Yes,	Harriet M. Day,	Yes,	77	77	No.
Woburn,	A	Yes,	Yes,	Willis S. Carter,	Yes,	204‡	90	No.
Worcester,	A	Yes,	Yes,	J. M. Stone,	Yes,	1,060	108	No.
Worthington,	O	No,	No,	-	No,	-	-	-
Wrentham,	O	Yes,	No,	-	Yes,	92	92	No.
Yarmouth,	O	Yes,	Yes,	Jennie P. Holmes,	-	-	-	-

* According to population: A = 10,000 and above; B = 6,000 to 10,000; O = less than 6,000.

† In addition to the supervisor of drawing.

‡ Returns for 1896.

It will be seen by the foregoing table that special effort has been made to secure statistics relative to instruction in drawing in high schools. A summary of these statistics is here given:—

Status of Industrial Drawing in High Schools.

Number of high schools which made returns,	212
Number in which drawing is a required study for at least one year,	96
Number in which drawing is not required, but is an elective for at least one year,	55
Number in which drawing is not taught at all,	61

	Freshman.	Sophomore.	Junior.	Senior.	Total.
Approximate number of pupils in these high schools.	12,374	7,941	5,629	3,906	29,850
Approximate number receiving instruction in drawing.	7,396	3,811	1,881	1,158	14,246
Percentage of pupils having instruction in drawing.	.60	.48	.33	.30	.47

This table shows that in but 45 per cent. of the high schools of the State drawing is a required study; in 36 per cent. it is elective for at least one year; making 81 per cent. in which instruction in drawing may be had by every pupil for at least one year. In 29 per cent. of the schools the law requiring drawing is ignored. These delinquent schools are of two classes: (1) The country high school, in which one teacher is supposed to do all the work. Under such conditions no good work in drawing can be reasonably expected. (2) The larger town school, in which is found a principal whose one ambition, like that of his predecessors for a hundred years, is to discover, cultivate and perfect the bright pupils, that they may enter college unconditioned. How many high school principals have said, "We have no time for drawing," and later in the conversation have boasted, "I never had a pupil conditioned by any college." These men seem never to have discovered the significance of the fact that but two or three per cent. of those entering their high schools ever enter the colleges. Have the "dull" pupils no rights? Those who drop out of these strenuously classic schools are not dull pupils. More than half of them are as bright as the brightest, but bright with other areas and convolutions of the brain than those which have to do with Latin terminations and Greek roots. A high school principal of the right sort is as proud to

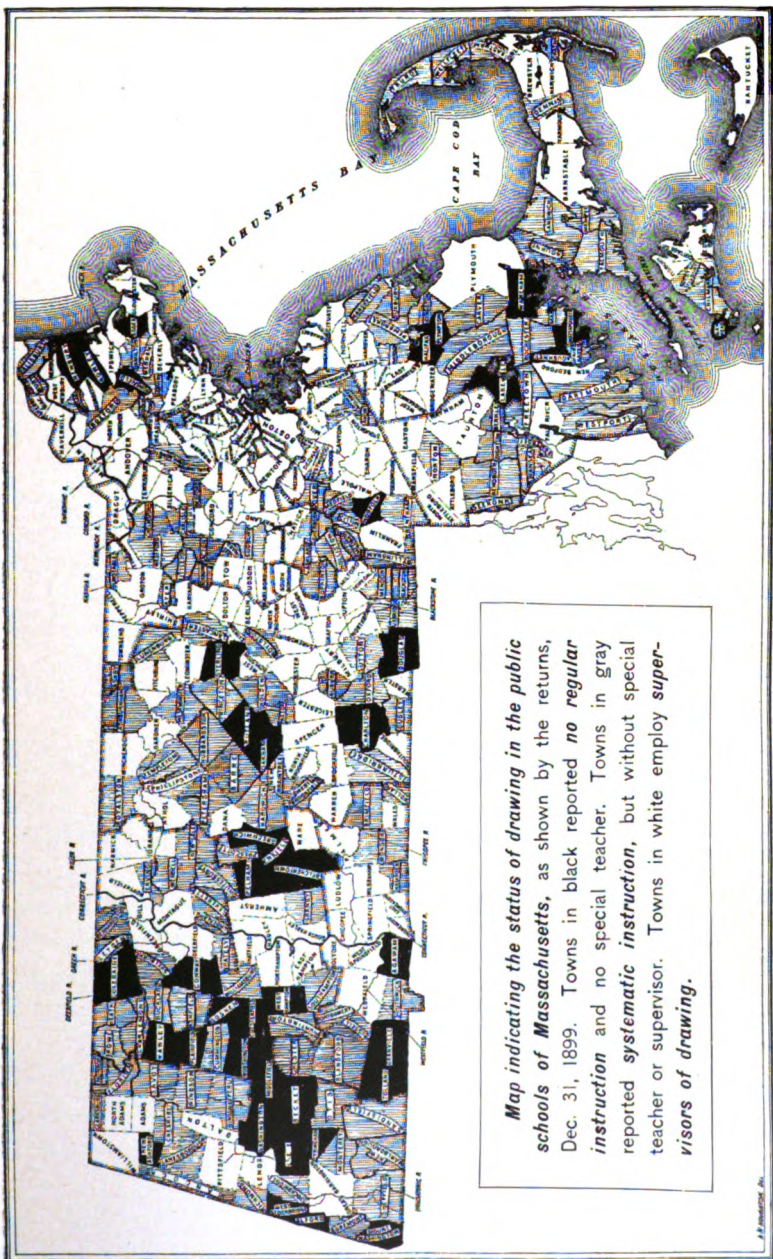
send pupils to an institute of technology, or to a conservatory of music, or to an art school, as to a college of letters.

Drawing should be a required study for at least one year in every high school, and elective for succeeding years. There should be two distinct courses in the larger schools, one closely related to manual training and the constructive arts, the other closely related to the decorative and pictorial arts, and both as rich as possible in those elements which make for a broad culture. The work in drawing from high schools should crown the work of all grades below. The recent State exhibition would almost lead one to believe that, taking the State as a whole, the reverse is now the fact,—the primary schools are at the head, judged by fair standards, and the high schools are at the foot. There are notable exceptions, such as Boston, Somerville, Medford, Malden, Newton, Holyoke, Springfield and others; but on the whole the drawing in the high schools is relatively poor.

The high school courses and programs need to be readjusted to meet the demands of all classes with impartial justice. Such revolutionary changes as have occurred during the past four years in the organization of the Holyoke High School need not be inaugurated in every school; but changes almost as radical must be made in many high schools before anything like satisfactory results in drawing can be expected.

The prevalence of instruction in drawing in the elementary schools and of instruction under special teachers of drawing is shown graphically by means of the map.

The darkness is most in evidence among the hills. The reasons for this are obvious. The dark towns are not wealthy or populous. Twelve towns in this region, Hawley, Plainfield, Goshen, Chesterfield, Worthington, Middlefield, Washington, New Ashford, Alford, Mount Washington, Tyringham and Tolland furnished last year, all told, but 824 pupils,—an average of about 68 pupils to each town. These towns cannot afford such teachers as are to be found in cities, nor can they long retain the services of such good teachers as they can afford. The movement is from the springs in the hills, to the brooks, to the rivers, to the sea; and in the teaching profession it is from the isolated town to a town in a supervised district, then



to the large town with graded schools, then to a suburban city, and to Boston. Many of these hill towns cannot furnish the appliances for teaching drawing. Drawing paper and pencils cost money; and what shall be said of paints and brushes, models and objects, helpful reproductions and reference books? The State must more liberally help these towns, sooner or later, if they are to be expected to maintain high standards of teaching.

The totals gathered from the foregoing table are here placed for comparison against the totals of previous years: —

Status of Industrial Drawing in the Public Day Schools.

	1898.	1899.	1900.	Gain since 1898.
Whole number of cities and towns in the State, . . .	351	352	353	2
Number having regular instruction in drawing, . . .	181	251	310	129
Number employing a supervisor or special teacher, . . .	49	90	167	118
Percentage of school population having instruction in drawing.	—	.98	.98	—
Percentage of school population under special teachers of drawing.	—	.71	.90	—
Percentage of towns employing Massachusetts Normal Art School students as supervisors of drawing.	—	—	.69	—

These figures are encouraging, to say the least. To me the increase in the number of supervisors is most gratifying. In the special report on the State exhibition of drawing I have expressed somewhat fully my opinion as to the value of the supervisor, and therefore I need not here multiply words. I believe a town secures more ample returns from money invested in a live supervisor than from money invested in other "aids" to instruction in drawing. All other aids are desirable in their proper place, but first and foremost stands and always will stand the competent teacher. The supervisors of drawing in Massachusetts, Dec. 30, 1899, are here tabulated for reference: —

Supervisors of Drawing in Massachusetts, Dec. 30, 1899.

	NAME.	Post-office Address.	Field.
1	Adams, W. Loring,	Revere, 181 Mountain Avenue,	Revere.
2	Allen, Elizabeth C.,	Watertown,	Watertown.
3	Amsbury, Beesie F.,	Lenox,	Lenox.
4	Bailey, Henry T.,	North Scituate,	State.
5	Bailey, Sara T.,	North Scituate,	Cohasset, Hingham, Scituate.
6	Balch, Augusta L.,	Somerville, 18 Vernon Street,	Salem.
7	Balch, Mary G.,	South Hadley,	South Hadley.
8	Barry, Abbie J.,	Lynn, 86 Hamilton Avenue,	Lynn.
9	Batchelder, Ernest A.,	Adams,	Adams.
10	Berry, Nathaniel L.,	West Newton,	Newton.
11	Bill, Elizabeth A.,	Lynn, 68 Superior Street,	Swampscott.
12	Bordman, Alice (assistant),	Beverly,	Beverly.
13	Brigham, Gertrude R.,	North Brewster,	Brewster.
14	Brigham, Mabel J.,	North Attleborough,	North Attleborough.

15	Campbell, Charles M.,	.	.	.	.	.	Chicopee,	.	.	.	.	Chicopee, West Springfield.
16	Carleton, Annie W.,	.	.	.	.	.	Danvers Centre,	.	.	.	.	Marblehead.
17	Carret, Elsie H.,	.	.	.	.	.	Roxbury, 11 Ruthven Street,	.	.	.	.	Natick.
18	Carter, Willis S.,	.	.	.	.	.	Melrose, 170 Bellevue Avenue,	.	.	.	.	Melrose, Woburn.
19	Chaffin, Emma F.,	.	.	.	.	.	Fitchburg, 10 Oak Street,	.	.	.	.	Fitchburg.
20	Chamberlain, Annie B.,	.	.	.	.	.	West Roxbury, Bellevue Street,	.	.	.	.	Brookline.
21	Chute, Ethel S.,	.	.	.	.	.	Leominster, 61 Orchard Street,	.	.	.	.	Leominster.
22	Chute, Josephine W.,	.	.	.	.	.	Greenfield, 5 Congress Street,	.	.	.	.	Greenfield.
23	Condon, Harriet D.,	.	.	.	.	.	Ipswich, . . . . .	.	.	.	.	Ipswich, North Andover.
24	Cook, Mary L.,	.	.	.	.	.	Milford, 6 South Main Street,	.	.	.	.	Milford.
25	Copeland, Edith S.,	.	.	.	.	.	Westfield,	.	.	.	.	Westfield Normal Training School.
26	Couch, Mrs. Catherine K.,	.	.	.	.	.	Amherst,	.	.	.	.	Amherst, Montague.
27	Cross, Evelyn F.,	.	.	.	.	.	Stoneham,	.	.	.	.	Stoneham, Arlington.
28	Cross, M. Gertrude,	.	.	.	.	.	Winchester, 216 Main Street,	.	.	.	.	Winchester.
29	Curtis, Eleanor I.,	.	.	.	.	.	Lawrence,	.	.	.	.	Lawrence.
30	Danforth, Mary E.,	.	.	.	.	.	Dedham, . . . . .	.	.	.	.	West Boylston.

Supervisors of Drawing in Massachusetts, Dec. 30, 1899 — Continued.

	NAME.	Post-office Address.	Field.
31	Darrah, Frank J. (assistant),	Worcester, 3 Sever Street,	Worcester.
32	Day, Harriet M.,	East Boston, 31 Monmouth Street,	Winthrop.
33	Dearborn, Lillian M.,	Everett, Corey Street,	Everett.
34	Denison, Geo. H.,	Pittsfield,	Pittsfield.
35	Dickinson, Mabel E.,	Worcester, 363 Plantation Street,	Shrewsbury.
36	Dillaway, T. M.,	North Adams,	North Adams, Williamstown.
37	Dolan, Maud S.,	Hudson,	Stow.
38	Dougherty, Mrs. Rose A. (assistant),	Holyoke,	Holyoke.
39	Dranga, Wilhelmina N.,	Boston, 69 St. Botolph Street,	Chelsea, Dedham.
40	Eager, Anna F.,	Globe Village,	Southbridge.
41	Eames, Alice C.,	Northborough,	Northborough, Southborough, Berlin.
42	Edwards, William J.,	Gardner,	Gardner, Orange.
43	Ellery, May,	Boston,	Concord.
44	Elliott, Grace,	Northfield,	Northfield, Warwick, Gill.

45	Evans, Helena C.,	.	.	.	.	Easthampton,	.	.	.	Easthampton.
46	Faulkner, Eunice F.,	.	.	.	.	Edgartown,	.	.	.	Edgartown, Cottage City, Tisbury.
47	Fay, Clara E.,	.	.	.	.	Northampton,	.	.	.	Hadley, Hatfield, Deerfield.
48	Fay, Ella M.,	.	.	.	.	Westborough,	.	.	.	Westborough.
49	Ferry, Mrs. Isabelle H.,	.	.	.	.	Easthampton,	.	.	.	Holyoke.
50	Ffield, Carolyn,	.	.	.	.	Milford, Congress Street,	.	.	.	Hopedale.
51	Foster, Avis,	.	.	.	.	Methuen,	.	.	.	Methuen.
52	Fowler, Emily,	.	.	.	.	Lowell, 60 Chelmsford Street,	.	.	.	Tewksbury, Tyngsborough, Dracut, North Reading.
53	Gannett, S. S. (assistant),	.	.	.	.	Springfield, 20 School Street,	.	.	.	Springfield.
54	Gilbert, Mary W.,	.	.	.	.	New Bedford, 417 Union Street,	.	.	.	New Bedford.
55	Greeley, B. W.,	.	.	.	.	Millbury,	.	.	.	Millbury.
56	Hackett, Grace E.,	.	.	.	.	Worcester, 39 Richards Street,	.	.	.	Brookfield, Warren, Wales.
57	Haines, Emily L.,	.	.	.	.	Natick,	.	.	.	Townsend, Bolton, Harvard, Shirley.
58	Hall, James,	.	.	.	.	Springfield, 62 Pearl Street,	.	.	.	Springfield.
59	Haskett, Margaret F. (assistant),	.	.	.	.	Marlborough, 24 Brook Street,	.	.	.	Marlborough.
60	Hastings, Ada L.,	.	.	.	.	South Framingham, 69 Lincoln Street,	.	.	.	Framingham.

Supervisors of Drawing in Massachusetts, Dec. 30, 1899 — Continued.

	NAME.	Post-office Address.	Field.
61	Haynes, Emma H.,	Townsend Harbor,	Pepperell, Groton.
62	Hewes, Helen E.,	Braintree,	Braintree.
63	Hill, Margaret E.,	South Billerica,	Billerica, Lincoln.
64	Holmes, Jennie P.,	Fall River, 514 Hanover Street,	Yarmouth.
65	Hopkins, James F. (director),	Allston,	Boston.
66	Howe, Caroline E.,	Harwich,	Harwich.
67	Hurlbut, Marion E.,	Westfield,	Westfield.
68	Hyde, Anna A. (assistant),	Marlborough, 26A Florence Street,	Marlborough.
69	Jewett, Sarah E.,	Waltham, Prospect Hill,	Weston.
70	Johnson, Lelron H. (assistant),	Springfield, 110 Mill Street,	Springfield.
71	Jones, A. Gertrude,	Assinippi,	Hanover, Whitman, Norwell, Rockland.
72	Judkins, William L.,	Clinton,	Clinton, Ware.
73	Kellogg, Inez V.,	Pittsfield, 415 West Street,	Dalton.
74	Kendall, Charlotte A.,	Quincy,	Quincy.

75	Kent, Mrs. Elizabeth C.,	Danvers,	Wellesley.
76	Kenyon, Walter J.,	Lowell,	Lowell Normal Training School.
77	Kimball, Anna M.,	Walnut Hill,	Hyde Park.
78	Kimball, Lucella A.,	Fall River, 325 Pine Street,	Fall River.
79	Kinney, Florence M.,	Newton Highlands,	Nahant.
80	Larkin, Bertha M.,	Georgetown,	Georgetown.
81	Lincoln, Mary L.,	Rockport,	Rockport.
82	Luther, Martha P.,	East Orleans,	Orleans.
83	MacLeod, Louise,	Medford, 73 Washington Street,	Medford.
84	Mahoney, Nellie M.,	North Brookfield,	North Brookfield.
85	Marsh, Helen F.,	Worcester, Stoddard Terrace,	Worcester Normal Training School.
86	Marshall, Helen D. (assistant),	Worcester, 1 Congress Street,	Worcester.
87	Mason, Adria R.,	Franklin,	Franklin.
88	May, Stella (assistant),	Newton, 272 Centre Street,	Medford.
89	McLauthlin, L. Rena,	Malden, 58 Lincoln Street,	Malden.
90	McLean, Laura B.,	Haverhill, 21 Windsor Street,	Haverhill.

Supervisors of Drawing in Massachusetts, Dec. 30, 1899 — Continued.

	NAME.	Post-office Address.	Field.
91	Melzard, Sadie R.,	Atlantic,	Walpole, Foxborough, Saugus.
92	Merritt, L. Eveline,	Bridgewater,	Raynham, West and East Bridgewater.
93	Milner, Maud,	North Andover,	Methuen.
94	Morris, Geo. E.,	Waltham, 123 Lexington Street,	Waltham.
95	Morse, Elizabeth E.,	Winchendon,	Winchendon.
96	Morse, Sadie M.,	Newburyport,	Newburyport.
97	Moulton, Kate R. (assistant),	Lynn,	Lynn.
98	Murdock, Christina M.,	Great Barrington,	Great Barrington.
99	Newman, Lillian,	Newbury,	West Newbury.
100	Nichols, Harriet J.,	Cohasset,	Hull.
101	O'Brien, Margaret E. (assistant),	Marlborough, 29 Hill Street,	Marlborough.
102	Parker, Annie B.,	Reading,	Reading, Wakefield.
103	Parker, Emma K.,	Everett,	Belmont.
104	Patrick, Mary L.,	Newtonville,	Somerville.

	Patterson, Margaret J. (director's assistant),	Arlington Heights, 14 Hillside Avenue,;	Boston.
105	Pearson, Mary A.,	North Adams,	North Adams Normal Training School.
106	Peirce, Norma L.,	Boston, 98 Chestnut Street,	Mansfield.
107	Perry, Elizabeth H.,	Bridgewater,	Bridgewater Normal Training School.
108	Pierce, A. May,	Hudson,	Hudson.
109	Pierce, Kate F. (director's assistant),	Weymouth,	Boston.
110	Pleadwell, Amy M.,	Taunton,	Andover.
111	Randall, Flora M.,	North Grafton,	Grafton, Upton.
112	Ratsey, Ethel W.,	Anburndale,	Easton.
113	Reed, Grace A.,	West Newton, 6 Putnam Street,	Wayland.
114	Rice, Dorothy G.,	Attleborough,	Attleborough.
115	Robinson, Anna A.,	Marion,	Norwood.
116	Robinson, Clara F.,	Plymouth, 87 Summer Street,	Plymouth.
117	Robinson, Edith,	Mansfield,	Canton.
118	Robinson, Gertrude M.,	Palmer,	Palmer.
119	Rogan, L. Florence,	Athol,	Athol.
120			

Supervisors of Drawing in Massachusetts, Dec. 30, 1899—Concluded.

	NAME.	Post-office Address.	Field.
121	Roos, Peter,	Cambridge, 24 Sacramento Street,	Cambridge.
122	Rose, Maude S.,	Haverhill, 61 Auburn Street,	Merrimac.
123	Russell, Blanche A.,	Marlborough, 28 Coting Avenue,	Marlborough.
124	Sanderson, Gertrude F.,	Littleton,	Peabody, Marblehead.
125	Sargent, Walter,	Littleton,	State.
126	Sawyer, Carrie H.,	Gloucester, 39 Prospect Street,	Gloucester.
127	Scribner, A. W.,	Lawrence,	Lawrence.
128	Smith, Harriet F.,	Spencer,	Spencer.
129	Smith, Sara W.,	Nantucket,	Nantucket.
130	Southworth, Grace E.,	Stoughton,	Stoughton, Sharon.
131	St. John, Delia E.,	Webster,	Webster.
132	Stone, J. M.,	Worcester, 518 Main Street,	Worcester.
133	Thayer, Florence E.,	Worcester, May Street,	Leicester.
134	Titcomb, Mary B.,	Brockton, Hotel Hamilton,	Brockton.

135	Townsend, Flora P.,	.	.	.	.	Bridgewater,	.	.	.	Abington.
136	Treadwell, Elizabeth B.,	.	.	.	.	Newton Highlands,	.	.	.	Needham, Manchester, North- bridge.
137	Underhill, Olive E.,	.	.	.	.	Lowell, 117 Branch Street,	.	.	.	Lowell.
138	Vickery, Lilla M.,	.	.	.	.	Lexington,	.	.	.	Lexington.
139	Warner, Annette J.,	.	.	.	.	Fitchburg, 62 Mt. Vernon Street,	.	.	.	Fitchburg Normal Training School.
140	Weir, Irene,	.	.	.	.	Boston, 53 Mt. Vernon Street,	.	.	.	Brookline.
141	Wetherbee, Gertrude J.,	.	.	.	.	Springfield, 72 Waverly Street,	.	.	.	Wilbraham.
142	Whitman, Katharine D.,	.	.	.	.	Northampton,	.	.	.	Northampton.
143	Whitney, Charles F.,	.	.	.	.	Salem, 8 Fairfield Street,	.	.	.	Beverly, and Salem and Framing- ham normal training schools.
144	Willard, Alice F.,	.	.	.	.	Longmeadow,	.	.	.	Long meadow, East Long- meadow, Ludlow.
145	Woodbury, Katharine,	.	.	.	.	East Milton,	.	.	.	Milton.

The attitude of the smaller towns towards the subject of drawing, and in a general way the present condition of instruction and work in these towns, may be gathered from the following, by Mr. Walter Sargent, who has been an invaluable helper in spreading a knowledge of the best we are able to discover in methods of teaching and in actual results in the schoolroom : —

Statement by Mr. Walter Sargent, Agent for the Western Counties.

In visiting the towns and cities of the State during the present year it has been interesting to compare the place accorded to drawing in the public schools and the attitude of teachers and people toward it with the same conditions in past years. In the larger towns generally there are increased interest and enthusiasm in the subject, and this interest and enthusiasm have not come because of curious and startling results, but have seemed to be due to a better appreciation of what art education means, — an appreciation of the fact that art is not the object of one particular set of faculties, but an influence which should materially affect all things done; for artistic appreciation is the delight in the thing well done.

What is true of the cities and large towns is true also of many of the smaller towns, and much practical work has been done among the ungraded schools, — work which shows that the children are led to observe understandingly, and express what they see simply and with better arrangement. One valuable thing which has been influenced much by the drawing is the advent into most of the schools among the hill towns, during the past two or three years, of reproductions of the best pictures, of good architecture, the great cathedrals and public buildings, and of scenery, cities and people of this and foreign lands. These have made geography and history very real, — not simply names, or spots on a map. These reproductions to a large extent have taken the place of cheap and gaudy advertisements which covered the walls of many rural schools. One of the good features of their coming is that the children have taken a genuine interest in mounting, framing and arranging them, and often this has been done with the best taste.

At the Laurel Park Summer Institute the work in drawing in previous years has been confined wholly to lectures. During the session of last summer a class was formed for the teachers, and work was carried on in water color and ink. This class was largely attended, and proved a very practical help.

Throughout the schools the most noticeably successful work has

been in the primary grades. The drawing done in connection with nature study has shown perhaps the most systematic progress through all the grades. The work in design and color appears weakest. The fault has been partly because there was a lack of definite aim and of knowledge on the part of teachers and supervisors as to what constitutes good design. There have been no well-defined steps leading to an understanding of the principles of design. Children have used color with no knowledge of what good color combinations are. There seems to be now a special interest among the supervisors of drawing in the subjects of design and color. We have reason to hope that from this interest and study something practical will result.

Most of the object drawing is subject to the criticism, that it seems to have been done by adding detail to detail rather than by perceiving and noting down the essential characteristics of the objects to be drawn. It needs to be borne in mind that all drawing is in a sense memory drawing, and the problem is to make the result an expression of the object as a whole, not the adding together of a series of short memory drawings of unrelated details. In the drawing of a kettle, for example, the result is often very suggestive of a written description by a child who has had no training in language: "I see a cover, I see a handle, I see a spout," etc. The child's drawing shows that he has drawn all around the object, taking each detail as he came to it. The remedy would seem to lie in some method that will lead the child, each time he looks at the object, to see it as a whole and the details in their relation to the whole. Sketching with the brush in mass has helped very much in this regard. Perhaps something may be accomplished by frequent exercises in alternating a few minutes of study of the object with a few minutes of drawing, and having the object hidden during the time of the drawing.

The year has been suggestive of many things that make the work in drawing more simple, reasonable and valuable. The progress is slow, but the earnestness and interest of those engaged in it promises to make it sure. Of course the greatest need is of teachers who understand the subject. Gradually this need is being supplied by the teachers who are graduated each year from the normal schools, and by the supervisors who are broadening their own knowledge and ability by study in and outside of the schoolroom.

The statistics of my own work for the year are as follows:—

Number of visits to cities and towns,	147
Number of different cities and towns visited,	66
Number of schools visited,	288
Number of addresses,	91
Number of institutes attended,	4
Number of visits to normal schools,	20

My "field work" has been somewhat reduced, owing to the large demands made upon my time by the State exhibition and by the State exhibit of drawing for the Paris Exposition. The preparation of an historical sketch of the history of public instruction in drawing in this Commonwealth, to be printed in pamphlet form and sent to Paris with the exhibit, has required weeks of research, and is not yet finished.

I wish, in closing this report, to bear testimony to the good offices of the superintendents of schools in this State in fostering instruction in drawing. Where no superintendent is to be found, the services of the agents of the Board for the promotion of industrial drawing, if asked for at all, are practically thrown away. Few superintendents claim any knowledge of drawing, but they know the value of it, and demand it for the children under their charge. When, therefore, instruction is furnished by the State, the superintendents are anxious to secure it, and are faithful in following up such instruction to see that results appear in school work. At the date of this report, nearly all my time is engaged in advance during the first five months of the new year.

HENRY T. BAILEY.

NORTH SCITUATE, MASS., Dec. 30, 1899.

APPENDIX E.

SPECIAL REPORT

UPON THE

**STATE EXHIBITION OF DRAWING IN
THE PUBLIC SCHOOLS.**

By HENRY T. BAILEY,

Agent for the Promotion of Industrial Drawing.

STATE EXHIBITION OF DRAWING. 1899.

The first exhibition of drawing under the direction of the State Board of Education was held in Horticultural Hall, Boston, May 16, 17 and 18, 1872. It consisted of 612 drawings by students in the free evening drawing classes of eleven cities. Boston contributed 282 drawings; Haverhill, 8; Lawrence, 13; Lowell, 70; Lynn, 8; New Bedford, 24; Newton, 20; Northampton, 8; Springfield, 20; Taunton, 79; and Worcester, 80.

Mr. Walter Smith, then agent of the Board to promote art education in the State, said, in his report for that year:—

My belief is, judging from the experience of other countries, that such an exhibition as this should be annual, so that all may see the standard of the best and the strength of the strongest; that the weak may be encouraged and merit rewarded. Each school will thus impart strength to the others and gain new vigor itself.

The exhibitions thereafter were held as follows:—

The second, at Horticultural Hall, May, 1873. This exhibit comprised 1,159 drawings, including, for the first time, work from the Boston public day schools. The State Board of Examiners for this year recommended in their report that the public day schools be invited to participate in all future exhibitions under the direction of the State Board of Education.

The third, at Horticultural Hall, June, 1874. This year 1,537 drawings were exhibited. But two cities responded to the invitation to contribute public school work; Newton sent 121 sheets and Lawrence, 41.

The fourth, at Horticultural Hall, June, 1875. The total number of drawings placed on exhibition was 3,082, including 1,038 contributed by the public day schools of Lawrence,

Lowell, New Bedford, Newton and Northampton. The number of visitors during two days was, by actual count, 30,000.

The fifth, at Horticultural Hall, March, 1876. The earlier date enabled the committee to select work for an educational exhibit at the Centennial. The exhibit sent to Philadelphia included 241 frames, containing a total of 917 drawings; and 51 portfolios, "containing many thousand drawings." The high-water mark of interest in art education seems to have been reached this year. It was a year to reckon from. When I visited a city in eastern Massachusetts in 1888 and asked to see what had been done in drawing, I was shown the work sent to the Centennial in 1876. Evidently nothing worth showing had since been produced. That year the State Normal Art School had 307 students, — a number since unequalled until the present year.

The sixth, at the rooms of the Normal Art School, School Street, June, 1877.

The seventh, 1878. No direct reference to the exhibition is to be found in the report of the Board for this year.

The eighth, at Horticultural Hall, May, 1879. In his report Mr. Smith says that the origin of the exhibitions was a desire on the part of the committees and teachers to see what was being done. Another plea was made upon the ground that a system of awards would enable the public to learn the character of work which should be pursued in the schools. The exhibitions, he adds, have accomplished the object for which they were instituted.

The ninth, at the rooms of the Normal Art School, June, 1880. The exhibit was smaller than usual, owing to the influence of local exhibitions. Mr. Smith suggests that, in future, "by a co-operation as to the dates of local and general exhibits, the cities and towns should, after their local exhibitions are over, contribute a selection of their works to the State exhibition." In the same report he says: "For purely public reasons I commend this suggestion of a full State exhibition of the works annually produced in the cities and towns to the favorable consideration of the school authorities."

The tenth, in connection with the Mechanics' Fair, 1881. The only exhibits contributed were from Kingston, Dedham, Brockton, New Bedford, South Boston and the Normal Art

School. No committee of award was appointed that year by the State. No State exhibition was held thereafter for a period of seventeen years.

The eleventh was held at Allston and Copley halls, Sept. 27 to 30 and Oct. 2,* 1899.

In the month of December, 1898, after conference with Mr. Hill, the secretary of the State Board of Education, I sent out the following circular : —

A PROPOSED STATE EXHIBIT OF DRAWING, INCLUDING THE MASSACHUSETTS NORMAL ART SCHOOL AND OTHER NORMAL SCHOOLS.

In view of the fact that no State exhibit of drawing has been held for more than fifteen years, and of the possibility that there may be a call for school work in drawing to represent the State at the Paris Exposition of 1900, it is hoped that conditions will permit the organization of an exhibition of the results of art instruction in the public schools, to be held in Boston at or near the close of the school year that ends in June, 1899.

This note is issued to the supervisors of drawing with the suggestion that the fall work shall not be distributed to the children before selections have been made from it, and that selections shall be made from the work during the remainder of the year, in order that each supervisor may illustrate completely his course, should a State exhibit become possible.

The next April the Legislature appropriated the sum of \$1,500 for a State exhibition, and in May another circular was prepared and mailed, first, to all supervisors of drawing in the State, then to all superintendents of schools in towns not employing a supervisor, and, lastly, to the secretaries of school committees in all towns employing neither a supervisor of drawing nor a superintendent of schools. Here follows a copy of the circular : —

STATE EXHIBITION OF DRAWING IN THE PUBLIC SCHOOLS, COPLEY AND ALLSTON HALLS, BOSTON, SEPT. 27 TO OCT. 3,* 1899.

The Legislature of Massachusetts has appropriated a sum of money for an exhibition of public school drawing, to be held under the direction of the State Board of Education.

The following advisory committee has been appointed to co-operate

* The original announcement included October 3, but it became necessary on that day to remove the exhibit.

with Frank A. Hill, secretary of the Board, to whom the direction of the exhibition has been assigned: Henry T. Bailey, State supervisor of drawing and secretary of the committee; George H. Bartlett, principal of the State Normal Art School; Edwin P. Seaver, superintendent of schools, Boston; Denman W. Ross, Cambridge; Miss Irene Weir, director of art instruction, Brookline; James Hall, supervisor of drawing, Springfield.

Time and Place.

The exhibition will be held at Copley and Allston halls, Boston, Mass., from Wednesday, September 27, to Tuesday, October 3, inclusive (except Sunday), from 9 A.M. to 9 P.M.

Character of the Exhibition.

The exhibition will include work from the State Normal Art School, the normal and training schools, the public schools, including the evening drawing schools, and any other special institutions under the supervision of the State Board of Education.

Inasmuch as this is to be, not an art exhibition, but an exhibition of art teaching, each exhibit should be complete in itself, and should embody the local courses and methods of instruction. No attempt will be made to arrange the contributed material to illustrate a possible State course.

Contributors may present material:—

(1) For a wall exhibit, which shall show concisely, by means of the best work wholly executed by pupils, the course of instruction as a whole.

(2) For an exhibit in files or bound volumes upon shelves or tables, which shall show the average work of pupils in classes or groups.

(3) For an exhibit of pupils' work showing the application of drawing in other studies and in applied design.

In view of space limitations, the committee may not be able to exhibit all the work presented, and therefore reserves the right to select and display only such work as, in its judgment, will be fairly representative. Exhibitors are urged to make careful selection and arrangement themselves, so as to illustrate their courses clearly and comprehensively, but as concisely as possible. The more compact the exhibit, the greater its probability of being hung as presented.

Conditions.

Drawings destined for display upon the walls should be neatly mounted upon *white* cardboard, size 22 by 28 inches, to be hung with the *long* edges horizontal. If, for strong special reasons, these con-

ditions cannot be complied with, communicate promptly with the secretary of the committee. The drawings should be well spaced upon the mounts, not crowded together, but arranged for artistic effect. The mounts must bear labels (to be furnished by the committee), each label indicating the number of the mount in the series and the grade of work it presents.

Work destined for the shelf exhibit must be arranged in such a manner that each file shall read one way, so that it will not be necessary to turn the file about — the binding now at the side, now at the top — in order to read the pages.

The examples of applied design and other applications of drawing should be arranged as compactly and neatly as possible for display upon shelves; the files should be neatly bound by means of brass fasteners or cords. All must bear labels (to be furnished by the committee), to indicate the character of the work, its grade, etc.

A statement of the conditions under which each exhibit has been produced — time devoted to drawing, grading, instruction, limitations, etc. — may accompany the exhibit, at the discretion of the exhibitor, and in such cases a placard giving the significant items will be posted with the exhibit.

Exhibits must be *delivered free of charge*, at Copley Hall, Clarendon Street, Boston, on or before Saturday, Sept. 16, 1899. Exhibits not retained by special agreement will be returned to the exhibitors on or before Saturday, Oct. 7, 1899.

Directions.

To insure a just distribution of space, it is necessary for the committee to know as soon as possible the exact number of exhibits and the grades of work to be exhibited. You are therefore earnestly requested to fill out and return the enclosed blank at your earliest opportunity.

To avoid hurry or delay at the last, the committee suggests that the work destined for exhibition be mounted and arranged at the close of this term, and packed ready for shipment at the opening of the fall term.

For further information, address the secretary of the committee, HENRY T. BAILEY, North Scituate, Mass.

JUNE 1, 1899.

The blank referred to was as follows : —

STATE EXHIBITION OF DRAWING, 1899.

I do intend to contribute to the State exhibition of drawing, to be held in Copley and Allston halls, Boston, September 27 to

October 3, an exhibit of the work in art instruction under my direction in the primary, grammar, high and evening schools; * and I do hereby agree to present that work under the conditions specified by the advisory committee in charge of the State exhibition of drawing.

Probable number of mounts, 22 by 28 inches,

Probable number of files,

Name,

Official title,

Post-office address,

Supervisor for †

Preparation for work, ‡

The circular should have stated that the mounts would be hung in three rows, one above another, and that each mount should have, marked inconspicuously upon its face, the name of the town making the exhibit.

At a meeting of the committee, in June, the general arrangement of the exhibit was determined, and sub-committees were appointed. At a meeting in August, plans for the construction of the exhibition frames and for the detailed management of the exhibition were approved.

The frames proved to be so inexpensive, and in every particular so well adapted to the requirements, that a drawing of them is reproduced herewith. (See page 405.)

The frames were made of rough "strapping." The exposed ends were covered with burlap, and the entire lower part, from the projecting ledge to the floor, was draped with burlap.

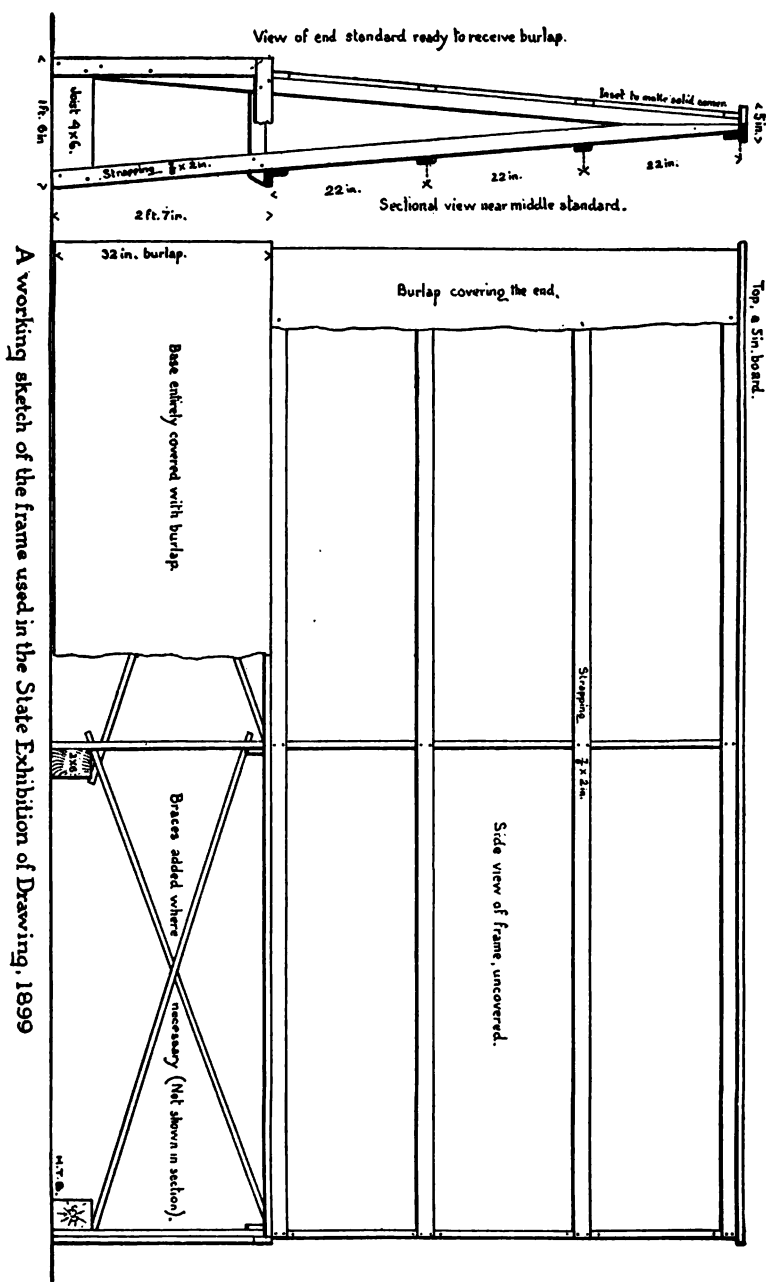
At the very first meeting of the committee a prominent topic of discussion was the general character which the exhibition should assume. Would a large display of work be most helpful, or a small select exhibit, to illustrate concisely the different courses of study?

The foregoing circulars indicate the decision of the committee, namely, that the smaller representative exhibit would be pref-

* Cross out the class or classes of schools *not* to be represented.

† Give the city or the town or towns where employed, or the institution represented.

‡ State whether a pupil of the State Normal Art School, and for how many years; or whether a graduate of that or any other art school; or whether trained through private instruction; in brief, any facts relating to preparation. If no contribution is intended, no statement of preparation is necessary.



erable. When the returns from the circular were received, it appeared necessary to emphasize more strongly the thought of a representative exhibit, and a brief note was mailed to all applicants, together with labels for the sheets and directions for their application : —

NOTE.

Owing to the large number of applicants for space at the State exhibition, the committee finds it advisable to limit the number of mounts representing the work of the public day schools of a city or large town to forty-five, and of a smaller town to fifteen or thirty. It is hoped that supervisors will send for the wall exhibit only the best representative work, carefully selected to illustrate the local course of study as concisely and effectively as possible.

The amount of additional work for shelf exhibit, especially practical applications of drawing in other studies and in applied design, need not be so limited.

HENRY T. BAILEY.

NORTH SCITUATE, MASS., Sept. 1, 1899.

Sample Labels.

GRAMMAR, FOURTH YEAR

GRAMMAR, YEARS

.....
School

Year in school

Topic

Per cent. of class represented

Directions.

Paste the label at the centre of the top of the mount.

If the mount contains work from more than one year, use the label having a blank, and specify upon it the years represented.

Upon the first line of the label for the folios write the name of the city or town. Fill the other lines as indicated.

Notwithstanding these repeated suggestions, nearly twice as many drawings as could be hung were submitted, and the committee found it necessary to select the best representative work from each exhibit. This condensation of exhibits was to some decidedly advantageous, but to others most unfortunate in its effect. In a weak exhibit, the weakest work could be eliminated; in a strong exhibit, some of the strongest work could not be displayed. The committee passed judgment upon each exhibit by itself upon its own merits, without regard to the space it was to occupy, and afterwards arranged the exhibits in the lobbies, so far as possible, in alphabetical order. At first four exhibits were selected for the central screens in Copley Hall, because the courses illustrated were typical courses, representing, as it were, the cardinal points of divergence from the average work of the State. These four were from Brookline, New Bedford, Newton and Springfield. Later two other exhibits were added, because of their distinctive character and marked excellence; that from Malden, which contained the best work submitted in decorative design, and that from Northampton, one of the most original and vigorous. The city of Boston occupied the stage, the State Normal Art School the larger part of Allston Hall, and the State normal schools the remaining space, partly in Allston Hall and partly in a side room adjoining.

The frames were completed and all the exhibits sorted and packed in their respective lobbies before six o'clock on Saturday night. On the following Monday and Tuesday the entire exhibition was hung. The Boston exhibit and that from the State Normal Art School, neither of which did the committee revise or rearrange, were hung under the direction of Mr. Hopkins and Mr. Bartlett, respectively. All the exhibits were in place and properly placarded at seven o'clock Tuesday evening, in readiness for the private view at eight o'clock.

Invitations to this private view had been mailed to members of the State Board of Education, to the superintendents of schools and to every member of the school committees of the cities and towns throughout the State; to representatives of the State normal schools, the Museum of Fine Arts, the Institute of Technology, Harvard College, Tufts College, Wellesley and others; to the officers of the Arts and Crafts Association,

the Society of Architects, the Boston Art Club, the Boston Public Library, to all mayors of cities, and to twenty-eight of the leading newspapers in the State.

STATE EXHIBITION OF DRAWING IN THE PUBLIC SCHOOLS.

Copley and Allston halls, Boston, September twenty-seventh to thirtieth and October second, 1899. This card admits the bearer to the private view, Tuesday evening, September twenty-sixth, from eight to ten.

The private view was a success. The halls were comfortably filled with representative people from various parts of the State, among whom were Mrs. Kate Gannett Wells and Mr. George H. Conley, of the State Board of Education, and visitors to the State Normal Art School.

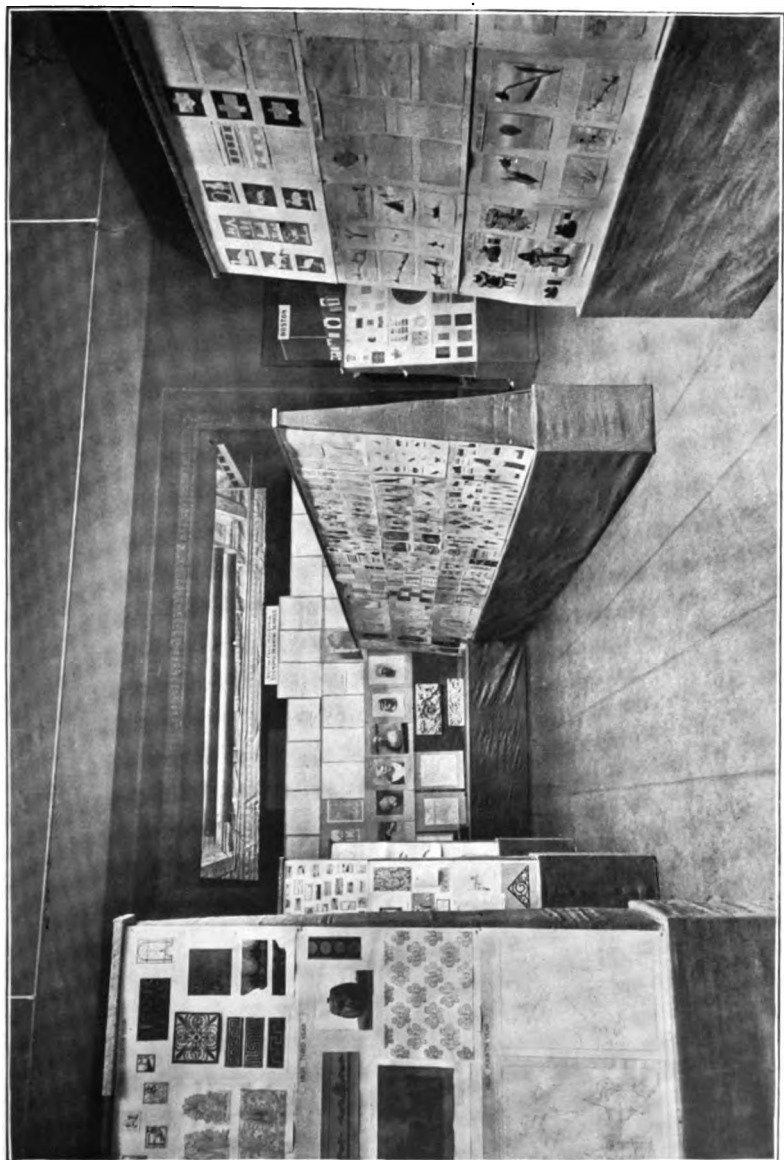
An idea of the general effect of the exhibits as arranged may be gathered from the accompanying plates. One presents a view taken from a point about midway in the left aisle of Copley Hall, the other from a point near one corner of Allston Hall.

Copies of this circular were distributed at the door: —

STATE EXHIBITION OF DRAWING IN THE PUBLIC SCHOOLS, UNDER THE DIRECTION OF THE STATE BOARD OF EDUCATION, COPLÉY AND ALLSTON HALLS, BOSTON, SEPT. 27 TO OCT. 2, 1899.

The exhibition will be open from 9 A.M. to 10 P.M. on Wednesday, Thursday, Friday and Saturday, September 27-30, and on Monday, October 2. The attendance of the public is cordially invited. Admission is free.

It is proper to say of this exhibition that it does not profess to show ideal methods of meeting the demands for art instruction in the public schools. The best methods still belong to the domain of unsolved problems. The exhibition aims rather to make known to the public, so far as the work of the schools permits it to do so, the condition and spirit of such instruction as is now given. This instruction, to be adequately judged, needs to be considered not simply in its results upon paper but in its relations to individual culture. Deficiencies in the present attainment of the schools are to be expected. Whether the promise of excellent attainment as an ultimate outcome, either on the side of personal culture or on the side of visible execution, is reasonably bright or not, is the vital question that merits consideration in connection with the work exhibited.



COPLEY HALL. A view of some of the exhibits from the public day and evening schools.



ALLSTON HALL. A view of a part of the exhibit of the State Normal Art School.

It should be noted also that it is not the province of the State, under existing laws, to determine the spirit and scope of the art instruction in the towns and cities within its jurisdiction. The State, through its Board of Education, its Normal Art School, and its agents for the promotion of art instruction in the public schools, encourages the thorough preparation of drawing teachers and the employment of such trained teachers by the local school boards. It also puts before the supervisors of drawing what it conceives to be worthy ideals, but encourages independence of thought on their part in working towards such ideals or towards ideals of their own choosing.

The present exhibition does not, therefore, illustrate a State course of art instruction, although it reflects, to some extent, a State influence. Each town or city contributes its own course, for which the local school committee, through its supervisor of drawing, is alone responsible.

On Saturday, September 30, at 10 A.M., a conference for the discussion of the exhibition and such questions as it may raise will be held in the hall of the Massachusetts Normal Art School, corner of Newbury and Exeter streets. The secretary of the State Board of Education will preside, and several gentlemen of recognized standing in matters of art education will take part in the discussion. Persons especially interested in the exhibition are invited to be present.

A special exhibition of plates, consisting of drawings by the old masters, industrial design, historic ornament, art anatomy, etc., may be seen at the Boston Public Library. On the tables in the fine arts department will be found collections of books in all departments of art education for teachers and others interested. The library is open on Sunday afternoon and evening, as well as throughout the week.

The Museum of Fine Arts is free to the public on Saturday and Sunday.

FRANK A. HILL,

Secretary of the State Board of Education.

HENRY T. BAILEY,

Agent for the Promotion of Industrial Drawing.

L. WALTER SARGENT,

Assistant.

COMMITTEE FOR THE EXHIBITION.

FRANK A. HILL, *Chairman of the Committee.*

HENRY T. BAILEY, *Secretary of the Committee.*

GEORGE H. BARTLETT, *Principal of the State Normal Art School.*

EDWIN P. SEAVER, *Superintendent of Schools, Boston.*

DENMAN W. ROSS, *Cambridge.*

MISS IRENE WEIR, *Director of Art Instruction, Brookline.*

JAMES HALL, *Supervisor of Drawing, Springfield.*

TOWNS, CITIES AND SCHOOLS REPRESENTED (WITH THE NAMES OF THE DIRECTORS OR SUPERVISORS FURNISHING THE EXHIBITS).

Normal Art School,	George H. Bartlett, <i>Principal</i> .
Bridgewater Normal School,	Miss Elizabeth H. Perry.
Fitchburg Normal School,	Miss Annette J. Warner.
North Adams Normal School,	Miss Mary A. Pearson.
Salem Normal School,	Charles F. Whitney.
Westfield Normal School,	Miss Edith S. Copeland.
Adams,	T. Milton Dillaway.
Andover,	Miss Elizabeth H. Demarest.
Athol,	Miss Lizzie F. Rogan.
Billerica and Lincoln,	Miss Margaret E. Hill.
Boston,	J. Frederick Hopkins, <i>Director</i> .
Boston evening drawing schools,	Henry Hitchings, <i>Director</i> .
Braintree,	Miss Helen E. Hewes.
Brewster,	Miss Gertrude R. Brigham.
Brockton,	Miss Mary B. Titcomb.
Brookline,	Miss Irene Weir.
Chelsea,	Miss Wilhelmina N. Dranga.
Chicopee,	Charles M. Campbell.
Concord,	Miss May Ellery.
Dedham,	Miss Wilhelmina N. Dranga.
Easthampton,	Miss Helena C. Evans.
Edgartown,	Miss Eunice F. Faulkner.
Fitchburg,	Miss Emma F. Chaffin.
Fitchburg High School,	William Briggs.
Franklin,	Miss Adra Mason.
Gardner,	William J. Edwards.
Harwich District,	Miss Elise H. Carret.
Haverhill,	Laura B. McLean.
Holyoke,	Mrs. I. H. Ferry.
Hudson,	Sara S. Gannett.
Ipswich,	Miss Harriet D. Condon.
Lowell,	Miss Olive E. Underhill.
Lowell evening drawing school,	S. G. Stephens.
Lowell Training School,	Miss Gertrude Edmund, <i>Principal</i> .
Lynn,	Miss Anna L. Barry.
Malden,	Miss Rena L. McLauthlin.
Malden evening drawing school,	Geo. E. Morris, <i>Principal</i> .
Medford,	Miss Louise McLeod.
Melrose,	Willis S. Carter.
New Bedford,	Miss Mary W. Gilbert.
Newburyport,	Miss Sadie M. Morse.
Newton,	Nathaniel L. Berry.
North Adams,	Frederic L. Burnham.
Northampton,	Miss Katherine D. Whitman.
North Andover,	Miss Harriet D. Condon.

North Attleborough,	Miss Mabel J. Brigham.
North Easton,	Miss Jennie E. Bailey.
Nantucket,	Miss Sara W. Smith.
Norwood,	Miss Anna A. Robinson.
Orange,	William J. Edwards.
Peabody and Marblehead,	Miss Gertrude F. Sanderson.
Plymouth,	Miss Clara F. Robinson.
Quincy,	Miss Charlotte A. Kendall.
Reading,	Miss Annie B. Parker.
Salem,	Miss Augusta S. Balch.
Saugus,	Miss Sadie R. Melzard.
Somerville,	Miss Mary L. Patrick.
Southbridge,	Miss Anna F. Eager.
Spencer,	Miss Harriet F. Smith
Springfield,	James Hall.
Tewksbury,	Miss Emily Fowler.
Warren,	Miss Grace E. Hackett.
Webster,	Miss Delia E. St. John.
West Boylston,	Miss Mary E. Danforth.
Westfield,	Mrs. Eliza R. Mosely.
Weston,	Miss Sarah E. Jewett
Winchendon,	Miss Elizabeth E. Morse.
Winchester,	Miss Mabel G. Cross.

The number of mounts hung was about 1,500. There were, on an average, 6 sheets of drawing upon each mount, making an aggregate of 9,000 drawings, not including those exhibited by the State Normal Art School nor those bound in portfolios. The total number of drawings must have been not far from 10,000.

In the old days a committee for awards was appointed. No such committee was created to pass judgment upon this exhibition, but for my own information, and as a basis for comparison and for future reference, I made a careful examination of every exhibit. I made record of strong and weak points, and ranked the exhibits as excellent, good, fair, poor and very poor. In conversation with others who had examined the drawings with equal thoroughness, it became evident that there was substantial agreement among several of us upon the ranking of the exhibits.

The following statement, while in no sense official or authoritative, may be of interest, as representing something more than the private opinion of one person : —

Number of cities and towns making exhibits from public day schools, .	60
Exhibits ranked as very poor,	3
Poor,	12
Fair,	33
Good,	9
Excellent,	3

These last three were the exhibits from Malden, Newton and Springfield.

The work from the Boston high schools was ranked as excellent.

Exhibits from evening drawing schools were but four in number. Boston was ranked as first, although several expressed the feeling that if the few sheets from the Springfield evening schools could have been supplemented by others to show the course more completely, that exhibit would have been entitled to equal if not superior rank.

Six of the State normal schools were represented. The Art School was ranked by itself; two of the other normal exhibits were ranked as good, and three as fair.

But any ranking of such exhibits must of necessity be unfair, except upon the basis of relativity, and even then misleading. Work which in its place may be excellent or even extraordinary, considering all the conditions, may make but a poor showing beside that from a favored city. Several exhibits ranked as poor were poor from the technical point of view only. Coming from small towns, where a supervisor had been employed but one year, where children had had no previous instruction, where reference material and even paper and pencils were not abundant, they could not be judged rightly upon the basis of exhibited results. On the other hand, exhibits from cities where drawing has been for years under the direction of a special teacher, were ranked as fair, when they should have been ranked as poor; for, considering the amount of time and money annually expended upon drawing, they were far from what they should have been.

If at some future exhibition these same cities and towns again exhibit their work, the notes, summarized briefly in these paragraphs, will assume value as a basis for comparison.

As agent for the promotion of industrial drawing, my policy has been, from the first, to commend good work rather than to criticise (and thus make prominent) poor work, and to make

the good as widely known as possible throughout the State. Therefore I wish to make mention in this report of special excellences in individual exhibits : —

Adams. — Nature drawing skilful ; evidences of close observation.

Boston. — Work from elementary schools very good, considering all the conditions, — some of it noticeably original. Exceptionally strong work from the high schools. The design unsurpassed ; coloring skilful, rich and often beautiful.

Brockton. — Excellent work from insects and birds.

Brookline. — Free, bold interpretation of natural forms.

Chelsea. — An evident course. Clean, thoughtful, structural drawing.

Chicopee. — Bold, free drawings from animals, birds and the figure ; full of spirit, strong and clear in color. Decorative treatment in design a prominent feature. Oil work in high school unique.

Dedham. — A well-defined course. Good mechanical drawing.

Easthampton. — Decorative treatment in design applied to ornamental initials, especially commendable.

Gardner. — Unique and excellent work in structural design.

Harwich. — Clever work in ink silhouette.

Haverhill. — Interesting pencil drawing from interiors and useful objects. Constructive designs well executed.

Holyoke. — Original features in high school work. Good beginning in practical applied design.

Ipswich and North Andover. — One of the strongest of exhibits from smaller towns. Exceptionally good drawings from life. Excellent work in charcoal from still life and outdoor subjects. Pictorial composition unsurpassed.

Malden. — The strongest exhibit in decorative design for all grades, and in pictorial drawing. Still life and outdoor subjects in color, in high school, unsurpassed.

Medford. — Model and object drawing good. Constructive design well planned.

New Bedford. — An evident and progressive course.

Newton. — A well-balanced course. Evident progress in technical excellence from first to last. Work closely related to the arts and industries.

North Adams. — Strong, free work in model and object drawing and from natural forms.

Northampton. — Fresh, original work in color, from plants, vegetables, insects and other natural objects. Pictorial composition in ink skilful and effective.

Norwood. — Charming drawings from natural objects in primary grades with colored chalks.

Peabody. — Good pictorial drawing.

Plymouth. — Good nature drawing.

Salem. — Good pictorial composition.

Somerville. — Well-balanced course. Strong work in mechanical drawing in high school.

Springfield. — Freehand drawing unsurpassed for truthfulness and for artistic qualities. Best life drawing in high schools. Mechanical drawing excellent.

Tewksbury. — Good nature drawing.

Westfield. — Excellent mechanical drawing. Sketches from animals, full of spirit.

Among the other exhibits special mention should be made of ten : —

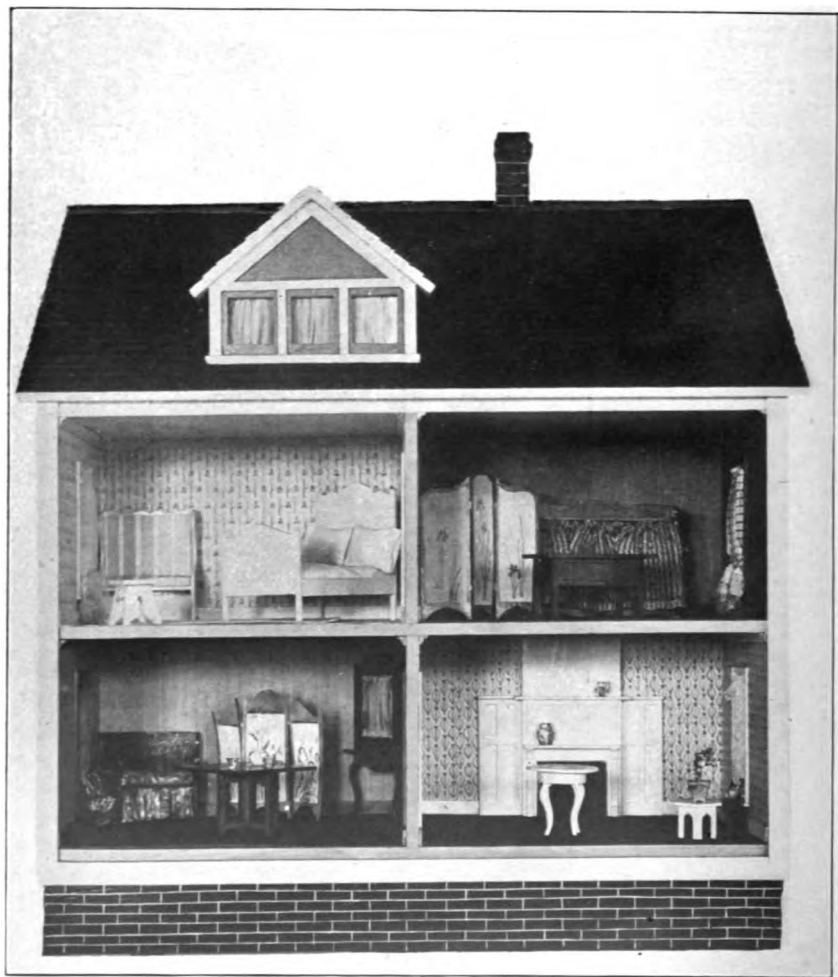
The Normal Art School would have made a better showing had more space been available, or if the limited amount of space had not been so crowded with work. The mechanical work from Class C and the plastic work from Class D were technically excellent. The work in decorative design was noticeably free from that general uniformity in style so often characteristic of the work of the pupils of a strong master. The work of Class A and of the Public School Class was never better than that exhibited at this time. The exhibit from Class B appeared as the work of three classes, as distinct and unrelated as three sections of one class could possibly be. Some of the work would hold its own with the best to be found in any art school in the country. The decorative compositions in color were an attractive feature in one section of the class; their original coloring was especially noteworthy and promising.

The Bridgewater Normal School presented the most logical and scientific course in drawing.

The Salem Normal School stood without a rival in nature drawing. It is doubtful if in any similar school in the country work could be found to surpass this in the artistic rendering of scientific fact. The drawings had the informed, graceful touch so charmingly exemplified in the work of William Hamilton Gibson.

The North Adams Normal School sent an exhibit highly creditable to so young an institution. It was especially strong in mechanical drawing.

The Westfield Normal School showed strong work in model and object drawing in pencil, and thoughtful decorative treatment of



Part of the exhibit from the State Normal School, Fitchburg, illustrating lessons in color and constructive design. All furnishings designed and made by pupils in the Normal Training School, grades I to IX.

plant form. The cutting from paper in the lowest grades of the practice school was unusually clever.

The Fitchburg Normal School made the best all-round normal exhibit, and stood unrivalled in structural design. The unique feature was a model house, a photograph of which is reproduced herewith. A placard accompanying the house read as follows: —

AN APPLICATION OF THE CONSTRUCTIVE AND DECORATIVE DESIGN IN THE TRAINING DEPARTMENT OF THE FITCHBURG NORMAL SCHOOL.

It was not intended to teach cabinet making or manual training, but, besides stimulating the interest of the children, the intent was to lead them to apply the principles of design in the study of the ordinary furnishings of a house.

Designs, from which the most suitable were chosen, were made in the different grades as follows: —

Parquetry floors,	Grade I.
Borders for floor (red room),	Grade II.
Doors,	Grade V.
Rugs,	Grade V.
Beds,	Grade V.
Surface pattern (green floor),	Grade VI.
Square tabourets,	Grade VI.
Tables,	Grade VII.
Corner cupboards,	Grade VII.
Screens,	Grade VII.
Wall papers (red room),	Grade VII.
Settles,	Grade VIII.
Corner seats,	Grade VIII.
Mantels,	Grade VIII.
Oblong tables (bedroom),	Grade VIII.
Wall papers (dining room and bedroom),	Grade VIII.

The sewing was mostly done by the girls in grade VIII., under the direction of Miss Lewis, the teacher of sewing. The various pieces of furniture were made by grades VII. and VIII., in the manual training department, through the kindness and under the direction of Mr. Joseph T. Whitney.

Some of the designs for furniture which were selected having been made by girls or in grades below those which have manual training, they were worked out by boys in the upper grades.

The Boston Evening Drawing Schools were represented by a small but thoroughly characteristic exhibit of the sort which has won awards from every international exposition in which the city has participated.

The Malden Evening Drawing School exhibited studies from nature direct, — a successful innovation.

The Lowell Evening Drawing Schools made a representative exhibit of four distinct courses. The modeling was good, but the best work was the mechanical drawing; the sheets were admirably planned, and executed with great skill.

The Springfield Evening Drawing School exhibited but a very few sheets. These were of marked excellence. Many people expressed regret that so few drawings from this school were shown. The studies from life would have done credit to art school students.

OBSERVATIONS.

The exhibition as a whole impressed one as having, first, color.

“Color is meant for the perpetual comfort and delight of the human heart,” says Ruskin; “it is richly bestowed on the highest works of creation; and the eminent sign and seal of perfection in them; being associated with *life* in the human body, with *light* in the sky, with *purity* and hardness in the earth, — death, night and pollution of all kinds being colorless.” The general use of color in the public schools has come within the last decade. How dead and ghostly an exhibition of fifteen years ago would have appeared beside this! This had the fresh, rosy look of a sunny-haired child in gay clothing. The coloring was often too intense and crude, perhaps (the child’s mother lacked taste and the child had been romping!), but it betokened a health, a freedom, a delight in being alive, hitherto unknown in our public school drawing.

A second prominent feature was the nature drawing. During these last years nature has come into the schools like a flood, inundating every grade and penetrating every topic of instruction. Drawing has gained much through the coming of nature study. The presence of so much color is due largely to the same movement. When the children were wearied with splints and scissors, clay and mucilage, type solids and broad gray lines, color was not, because nature had not come. With the advent of nature study came color, life, hope, promise; it was at last spring, after the gray, cold winter of our discontent. The best work contributed by forty towns was the nature work, — drawings from plants, insects, animals, vegetables and fruits, and out-door subjects.

The third notable element was freedom. One could not but

feel that at last leading strings and bars and gates had become obsolete. The children were free to use any medium, — pencil, crayon, chalk, ink, charcoal, water color, — whatever would express the idea most directly and adequately; they could use paper of any color and quality, from rice paper to cardboard, from wrapping paper to Whatman's "hot pressed," provided it was appropriate to the subject. No object or subject was forbidden; from a rock crystal to the human figure, from the section of a cucumber to a view of the landscape, — all was free to them. In the wide world they travel, glad, at last, like Emerson's poet, —

"Pondering shadows, colors, clouds,
Grass-buds and caterpillar-shrouds,
Boughs on which the wild bees settle,
Tints that spot the violet's petal,
Why nature loves the number five,
And why the star-form she repeats:
Lover of all things alive,
Wonderer at all he meets."

The supervisors of drawing also enjoy perfect freedom. No two courses were identical in detail, hence several casual observers affirmed that the exhibition lacked the unity which comes from a common aim or purpose. The exhibition no doubt lacked that uniformity which comes from an administered system, but in my opinion it did not lack that unity of spirit which is the sign of health and the pledge of prosperity. Free individuality is the ground of art. "Beauty will not come at the call of a legislature, nor will it repeat in England or America its history in Greece. It will come, as always, unannounced, and spring up between the feet of brave and earnest men. It is in vain that we look for genius to reiterate its miracles in the old arts; it is its instinct to find beauty and holiness in new and necessary facts, in the field and roadside, in the shop and mill." * The supervisors of drawing in this State and elsewhere who have acted the part of brave and earnest men and women have been rewarded, and will be more richly rewarded year by year, by the springing up of beauty in the public schools along the well-worn paths of language and literature, nature study and

* Emerson in "Art." Essays, first series.

geography, mathematics and the mechanical arts of daily school life. Imported one-hour-a-week art is a failure. A free spirit of beauty pervading every school exercise will give us, by and by, beautiful handicraft in every department of our complex life.

Many an observer was impressed with the fact that the drawings of the younger children were more satisfactory, as a rule, than were those made by the children in the higher grades. One is inclined to be over-indulgent in judging the work of little children, and there is doubtless a charm about their naïve representations often entirely lacking in the work of older pupils. These facts, together with another equally significant, namely, that nearly all pupils can be led to a certain degree of excellence, and that thereafter only the talented few can go on with increasing power, will account in a measure for the seeming sterility of our courses in drawing. Then, too, one must remember that the free and full expression by means of various mediums is new in public school work. The older children were nourished, in the days of their infancy, with geometric figures and dried leaves, graphite and india rubber! What wonder that their work is now nervous and pallid and weak? But after all necessary allowances have been made the fact remains that in a majority of cases the exhibits revealed no proper growth in technical excellence. The evidences of closer observation, greater fulness of intention, more perfect mastery of medium and finer precision of touch, which should be discoverable in advanced work, were, with rare exceptions, conspicuously absent. There is an evident lack of emphasis, just now, upon drawing as a disciplinary exercise.

Another obvious defect was the undue prominence of the pictorial elements; the geometric, the mechanical and architectural elements were so reduced that, to the casual observer, they failed to appear. Those elements were modestly present, however, and were usually excellent in their way. Two chief reasons may be given for the present lack of emphasis in mechanical drawing. First, physiological psychologists, child-study-ists, and the orientalist in art, — the believers in the magic of rice paper and Japanese brushes, — have united in condemning mechanical drawing in the lower grades. No one has

yet given a clear, authoritative word as to the period when such work should be required of children, and meanwhile the supervisors of drawing have been emphasizing other topics. The second reason is, that many supervisors have discovered that geometry, working drawing and development are but the external conventionalities of something, the mere words or groups of letters by which ideas are expressed, and that formerly we taught these things as empty sounds and meaningless forms, without giving a hint of their real significance. In other words, they are convinced that the vital topics are structural beauty and constructive design, — not geometric problems and views and patterns. The supervisor's problems are no longer how to teach the construction of a pentagon, and five views of a circular tablet, and the pattern of an equilateral-triangular prism; but what constitutes beauty of form? What are the beautiful proportions? What are the elements of beauty in curvature, and arrangement of parts? How shall pupils be led to appreciate the best constructive design and apply its principles in school work, in manual training and in handiwork of all sorts? When even a partial answer can be given to such questions, the mechanical and industrial side of drawing will become prominent again.

But before a revised course of study will yield anything like satisfactory results along the lines of the arts and crafts, the methods of teaching now employed in pictorial drawing must govern the instruction in mechanical or constructive drawing. Nature drawing is now taught from nature, not from representations of leaves and flowers. Object drawing is now taught from objects, not from pictures of objects. And in both these departments the real things are supplemented by facsimile reproductions of drawings by recognized masters, by photographs of fine work by artists whose names will live forever, and by the original drawings of living men. Exhibits of such work under the patronage of wealthy citizens, or under the direction of the supervisor of drawing who has the wisdom to co-operate with some of the organizations which sustain loan collections, are constantly informing and elevating public taste. Can other or better methods be devised for teaching that sort of drawing which is more distinctly industrial? Certainly not

until these methods have been tried. We need to supplement our collections of pictures with collections of objects, our facsimile reproductions in the flat with facsimile reproductions in the round, such as those sent out by the thousand from South Kensington to the two hundred and seventy-five art schools of Great Britain. Our photographs must include the masterpieces of constructive and decorative design. When our people have opportunity to see for themselves the admirable examples of applied art from Pompeii and Florence, Nuremberg and Antwerp, they may be led —

*“To see how Beauty underlies
Forevermore each form of use,”*

and how pitifully destitute our cities and towns really are of those precious things which will establish ideals and foster beauty in the arts and crafts. The establishment of local museums of applied art, although so limited that single cabinets will suffice for them, should be the immediate aim of every supervisor of drawing in the Commonwealth. And in such an enterprise the State Board of Education and its Normal Art School should lead, with authority conferred by legislative enactments and appropriations.

The exhibition, with all its limitations and defects, gave abundant evidence in favor of maintaining the policy which the State Board of Education and its agents have held regarding special teachers and supervisors of drawing. No one familiar with the public schools of this State could doubt for a moment, in the presence of that exhibition, the supreme value of well-trained, progressive, enthusiastic specialists, in promoting art instruction among our people.

Massachusetts leads the States in the employment of special teachers and supervisors. Nowhere else in America will be found so large a percentage of the school population under skilled supervision in drawing. These supervisors, largely the graduates of the State Normal Art School, are, as a body, characterized by an independence of thought, a singleness of purpose and a loyalty to truth as fast as discovered, highly creditable to themselves and to the institutions which trained them. They have an aim, and that most definite; it is to do

for the children of Massachusetts all that an honest, open-minded, inveterate searcher for the best in art instruction can possibly do for school children. They give time and money to personal study and to professional improvement, through private instructors, summer schools and foreign travel; they purchase illustrative material of all sorts, — prints, photographs, books, vases and other art objects, — and place it all at the service of teachers and pupils. If the results of their work are fragmentary, it is not due to half-hearted service; if they are unrelated and lacking in trend, it is not to be attributed to infirmity of purpose or to blindness of vision. They who are now proving all things will hold fast what is good when the good is known. From the dead formalism so prevalent twenty years ago they have escaped into the live naturalism of the present, and will move on into the life-giving idealism of the future.

There can never be an inflexible course in art instruction which will guarantee artistic products in every schoolroom; there can never be a fixed standard of attainment. The ever-living spirit, with its dreams of beauty, its thoughts of adaptation, its powers of command, — that, and that only, now or in the future, can produce a work of art. That spirit, because it is the spirit of man, is never satisfied; and, because it is divine, is ever following the moving ideal towards infinite perfections. The moment an objective standard is assumed and a course specified and enforced, that moment the death knell of progress is tolled, and art is as good as dead. In trained specialists, free, progressive and enthusiastic, lies the hope of the golden future of art in America.

CONFERENCE UPON THE LESSONS OF THE EXHIBIT.

A conference of persons interested in art instruction was held in the new assembly hall of the State Normal Art School on Saturday, September 30, at 10 A.M., to consider the exhibit and its lessons. Those who took part spoke informally, without manuscript; their remarks were noted by a stenographer and submitted to them for revision.

Mrs. Kate Gannett Wells, member of the State Board of Education and chairman of the Board of Visitors for the Normal Art School, called the meeting to order.

Mrs. KATE GANNETT WELLS : —

LADIES AND GENTLEMEN : — I stand before you but for a few moments, to bid you welcome. Very gratifying is it to us of the Normal Art School to see so many here this morning. Also is it most pleasant to us, that at last, for the first time in the history of this school, we have a hall large enough for a gathering of this size.

Yet, when we study the exhibit in Copley and Allston halls, it is a far greater pleasure to recognize therein the growth of art in our State. As I looked at the various drawings upon the walls, I thought of that well-worn phrase, “the sympathies of religions,” as if there were a great many kinds of religion. We now know that the truer expression makes use of the singular number, and thus we talk of the sympathy *in* religion. So it is with art. Through the exhibit and the discussions of this morning’s conference we shall all learn that we should no longer speak of the sympathies of art as establishing themselves in one or another form, but of a sympathy *in* art. That sympathy makes of kin many noble methods of working for art, whether it be through specialized schools or industries, through art commissions or text-books; for the broad principle of sympathy in art with that of sympathy in religion controls the whole of human life. We have no two words which can be more truly said to express the relationships of life to each other than the two substantives, “art” and “religion.”

This morning is to be given to a brief discussion of the lessons of the exhibit. Mr. Hill, the honored secretary of the State Board of Education, will guide the discussion and introduce the various speakers. I trust a wide-spread interest will be demonstrated, so that we shall recognize that every other school in Massachusetts, as well as the Normal Art, every teacher, every individual, every commission, everything that counts for art, is working in sympathy with all the rest to make our Commonwealth one of the most beautiful States of the Union. You will now hear from Mr. Hill.

FRANK A. HILL : —

I am surprised and delighted, ladies and gentlemen, to see so many present here this morning. We are met to consider some

of the lessons of the State exhibit of drawing. There are a thousand things to be said. I beg you not to be disturbed; I shall limit myself to but one or two of them. In the first place, every town, every city, every State normal school has been given an opportunity to be represented in this exhibit. Had all accepted our invitation, we should have been inundated; the exhibition would have been drowned out of existence. As it is, we have received nearly twice as much as could be displayed, but no town, no city, no normal school has been denied a place. The towns and cities represented have more than half the population of the State. Any one of the cities or larger towns might, I suppose, have profitably filled Copley and Allston halls two or three times over with its own material. I certainly should say as much in behalf of my own city of Cambridge, which is not represented here at all. The unavoidable pruning has helped some exhibits, perhaps, but it has certainly hurt others. For the pupils themselves to have been represented in any large number was impossible; their work would have had to come in bales, like loads of hay. The scope of the exhibit has necessarily been limited. The main idea is to bring out the feeling that now dominates the art instruction of the State.

The last State exhibit was held in 1881; it was the tenth of an annual series beginning in 1872. I recall the report of one of the old committees. This committee was made up of the following gentlemen: Mr. Charles C. Perkins, a public-spirited citizen of fine artistic sense, who did wonders in his day to stimulate interest in drawing; Mr. Henry Hitchings, who is represented to-day also in our State exhibit; Mr. Otto Fuchs, and Mr. Walter Smith, the enthusiastic agent of the Board for the promotion of art instruction. "It is a triumph of drawing," said this committee, "that all mere picture making has been abolished, and a thing of work, having industrial aims and means, substituted for the thing of play that drawing used to be." The spirit of the drawing instruction in the State has changed somewhat since those times. I do not understand that the early industrial work has been abandoned. It has been supplemented, rather, in a great many ways. Picture making, for instance, has come into vogue again, although in an entirely new sense. There are some who say that but few can really

draw, and that those who can excel in drawing are fewer still. Possibly there is a grain of truth in this very sweeping assertion. But, even if it were true in some larger sense, it would by no means follow that drawing should not be generally taught in the schools.

A hint or two as to a proper attitude towards drawing in the schools can be gained from our attitude towards what is now doing in language work in the schools. We want children in school to read, write and speak the English language. A review of their work usually shows that some do it wretchedly, some passably well, some very well and some superbly. We also want the children to read good books; we want them to appreciate what is fine in literature, it being unquestionably true that children in large numbers are capable of appreciating fine things in literature long before they can hope to do fine things in literature, — indeed, most of them never will do fine things in literature. So, in art instruction, some may draw wretchedly, some may draw fairly well, some may draw very well indeed, and now and then a person may draw superbly. But nearly all, whether they can themselves draw or not, can learn to appreciate good drawing in others. That is to say, there is in drawing instruction something corresponding to literature in English instruction. We want to get at the hearts of the children, and enlarge them for the fine and beautiful things in life. There is no question but that most precious work can be done on the culture side with children, when they cannot themselves rise much above mediocrity in their outward execution. So, in judging the exhibit, think of the two sides, — the objective as it is displayed on the walls, and the subjective as it must be thought of in the minds and hearts of the children.

To give an artistic tone to industrial things in the State, we need two things; we need people who crave beautiful workmanship, on the one hand; we need people who can supply the craving with beautiful workmanship, on the other hand. When we have this demand and this supply, it seems to me that we have a hopeful condition of things. Of course we have a vast deal to learn in the matter of art instruction in the schools. We are met to listen to such suggestions as the State exhibit leads people to make. Let these suggestions be given and

taken in a good spirit. If any condemn the past, let them not forget the humbler and less propitious conditions of the past under which its work was done.

We have asked some good people to speak here to-day. It is also our hope that others in the audience will cheerfully avail themselves of any opportunities that may offer later to join in the discussion. Let us first hear from him who officially and ably represents the State in supervising the art instruction of the public schools,—Mr. Henry T. Bailey.

HENRY T. BAILEY : —

I have but a word as to the hanging of the exhibition. When the advisory committee was first called together, we discussed the advisability of having a large exhibition. The halls in the Mechanics Building were considered; other halls were considered; but it was finally decided that a small exhibition would be better than a large one. A small exhibition enables one to grasp more readily the exhibition as a whole, and individual exhibits, if small, allow one to see the spirit of each as affected by the individual supervisor. Small exhibits placed side by side enable a person to make a comparison of this exhibit with that exhibit. We have, therefore, a comparatively small exhibition. The committee decided to make the exhibits representative, and the supervisors will remember that two separate circulars were sent out, recommending that the exhibits be reduced to the smallest possible limits. The committee exercised no authority whatever in regard to one or two of the exhibits. Space was set aside for the Boston schools as a whole. The work has been selected by the Boston authorities and hung by them. The space for the exhibit from the Lowell evening drawing school was assigned to the Lowell authorities; they made their plans and sent work to fit the space. The committee selected four typical cities, and assigned to them the central screen in the hall. These cities were selected because they represent very clearly different lines of thought. The cities selected were Springfield, Newton, New Bedford and Brookline. When the exhibits were sent in from other towns, we found the amount of work so large that it became necessary to cut even these four typical exhibits one third, to make room on

the screen for others. In selecting work to be hung, the committee considered each exhibit by itself on its merits, without regard to the lines of work it represented or to its probable position in the halls. The committee was careful to retain in each exhibit all the characteristic work, and at the same time the best work only. The exhibits thus selected, without regard to the space, we attempted to arrange in the alcoves in an alphabetical order, but sometimes we found it necessary to transpose small exhibits to fit the screens; this will account for variations in the alphabetical order. We have attempted throughout to be impartial, and to show the exhibits in the best possible way.

I think that is all I have to say as to the exhibition. If there are any supervisors present who desire any further information or explanation, I shall be glad to talk with them personally.

Mrs. SARAH W. WHITMAN, Boston : —

I have been asked to say a few words here to-day on the very grave question of drawing and art instruction in the public schools. I find there are those who think there is no place in the public schools for the teaching of art or the giving of artistic instruction to the children, and I am glad, on this account, that we should have to-day an opportunity of coming together and talking on this subject. I am glad, too, of the large exhibit in Copley Hall, showing what it means, so far, to be giving instruction to the children. If it were nothing more than an exercise in industrial education, I should be most grateful for it; for I should be always hospitable to any scheme of instruction which gives a chance not only for the education of the child's mind intelligently exercised through books, but also for the joint education of his eye and of his hand, as in the study of drawing and painting. I cannot help thinking that it is a great mistake to separate these two elements, — to cultivate the intellect alone at the expense of these other faculties in the human creature whom we are trying to educate. I feel as if art education, rightly understood, intelligently practised, would be a most splendid weapon in the hands of all children; and that, having studied some of the beautiful possibilities of art, the children would be able to think better, to feel more nobly and

to live a larger life. All those things which go to make up the sum of a child's life would be helped by good art instruction, and I think such an exhibition as we have to-day in Copley Hall will influence people in this direction. Limited as it must be, it still shows the interest and genuine human feeling that is generated by art instruction among the children, and that this method of instruction comes as one more step in the developing of that best art instruction for which we all hope. I take it for granted that every one here realizes that we are feeling our way, as it were, in this matter, with much to learn. Years ago a first step was taken by introducing formal drawing into the schools, but this had serious limitations. We have taken in the last few years another step — and a very large one — in the direction of better education. We have not yet reached the place which we hope to find, because we have not yet had time or knowledge enough to initiate a system wholly adapted to the needs of our own schools. Just how this should be best done remains to be proved; nor do we find in the schools of other nations a system which seems the best system for our American schools; we have got to find it for ourselves.

When one first comes into the exhibition in Copley Hall, I think the effect is very cheering, for one perceives that something has been initiated which has, at least, one good point in its favor, viz., the children have been doing something which *interested* them. The work there is plain and simple, and is done directly from objects by children with human feeling and natural imitative gifts, and it certainly shows great interest on their part and concern in what they are doing.

But one does not find here a perfected system. The thing that strikes one first is the imitative power which the children exercise, and by virtue of which they represent almost everything, and they do this by the use of a gift which is found in nearly all children. But in the primary schools we see this thing at almost the same degree of excellence as in the grammar schools. We go from the primary school drawings to the drawings of the most advanced classes, and we find pretty much the same results. I think I should say it was not much better in the grammar than in the primary schools. There is the same imitative feeling, the same sense of form and color,

but there is not development in the education. Now, this seems to me to be the great, *great*, thing. The great thing is to obtain by intelligent research, by everlasting experiment and in the light of that research and experiment, by consultation with those who know best as to how a system shall be built up, — by all these means to obtain a system by which all children who study, from the primary to the high or normal school, shall be guided; a system to be pursued which has in it development, and by which children shall come to understand the great principles underlying the art of representation.

It is one thing to put a drawing of one simple object on a piece of paper, and it is another thing to put it there in reference to two or three other objects. When we introduce other objects, at that moment we must begin to study the laws of composition, of proportion, of perspective, and so on; in fact, the great rudiments of art instruction. We must give to these children the underlying principles of art, — although very few of them will be able to carry them out, so far as becoming artists is concerned, — in order to cultivate an understanding of art which is essential to good art in any country, for it is an enlightened public which makes good art possible. You never find beautiful art in the wilderness or in the desert. It is born where its principles are understood and its service loved. To find, then, a method by which children may learn by practice and by study the laws of art, — this seems to me the one great thing we must all desire and hope to achieve.

One more thing I wish to speak of. I cannot conceive of the teaching of art by teachers not trained for the purpose in the knowledge of art, as is now done in minor instruction, owing to the limited number of educated teachers. How can one say to the already over-worked teachers in totally different directions, “Take these rules and these formulas, and teach the children art from them?” It is an impossibility. We must have a larger corps, and instruction, or the teaching of art, by those who have had artistic instruction, — not of necessity highly developed artists, but at least those who know the laws and can teach them. I feel as if we were near the dawn of a new era, for in this new instruction lies a splendid opportunity to do great things for the good and the happiness of our country and for the maintenance of truth and beauty.

Prof. H. LANGFORD WARREN of Harvard University:—

MR. CHAIRMAN, LADIES AND GENTLEMEN:—I really do not feel that I have very much to add to the very admirable words we have heard from Mrs. Whitman. I can do little more than cordially to endorse what she has said, especially the two points which she has made as to the necessity for systematic work and as to the importance of placing the work of instruction in the hands of those who have been properly trained for that work and who have had an artistic education. I will mention a little incident that came recently to my knowledge, of a teacher in one of our schools, a very excellent teacher, who was called upon to apply, much in the way indicated, some of those formulas for teaching drawing to which Mrs. Whitman referred. She was absolutely without any knowledge of art, but she was an enthusiastic teacher, and a good teacher in her own subjects. She realized her own helplessness. She did the best she could, and she did it, it must be said, remarkably well under the circumstances. She had to coach herself up, and then give the children from day to day what she got in that way. What sort of instruction does that amount to? And yet, in many places, that is still the kind of instruction in drawing which our children are receiving. If the teaching of drawing is worth giving at all, it must be given by teachers carefully trained to that end.

But the exhibition which we have all of us, I suppose, seen, seems to me, I am glad to say, an exceedingly interesting and an exceedingly encouraging one, not so much because of actual achievement in most cases, but because of what it points to, because of the earnestness of endeavor,—and endeavor, for the most part, in right directions. But I was very much struck, as was the previous speaker, by the fact that there did not seem to be the advance from the primary grades one might expect. There was encouraging work in the primary grades, some very good work in the middle grades, and perhaps the poorest work of all in the upper grades. Perhaps that might be explained from the fact that those pupils had not in their earlier grades the advantages which the children have who are now coming up, and, in that view, this fact in itself encourages us to hope for better work in these grades in the coming years. But it does show the need of careful consideration, and I think one

feels, as one looks through the exhibit, that in most cases there is a groping after systematic training, rather than the realization of it. In one or two cases, however, I think exception is to be made. I do not think I need mention any particular school or schools in which that is the case, but I think those who attentively examine the exhibit will be struck by one or two groups of schools in which you find constant advance, a steady progress, from the early grades to the later grades. The progress is step by step, and it seems to me that the exhibits of those particular schools are the ones which the teachers of drawing assembled here ought to study with the greatest care, to see what they can learn from them as to methods of work. They are, of course, not without their faults, but it is work which seems to be, on the whole, reaching forward in the right direction.

I think decidedly the best work of the exhibition is the direct and simple work from nature ; it is best in its immediate results and it is likely to lead to the best future progress. In the particular schools which I have in mind these nature studies are particularly good ; and one thing is found in them which I miss in most of the other schools, that is, a distinct sense and appreciation of the beauty of the objects drawn. I can hardly be mistaken in thinking that this must be due to the inspiration of the teacher or teachers, whom I have not the honor of knowing. I think you will find in those drawings a beauty of line and color which is due to something more than the mere careful imitation of the objects represented, but which is a result of a real appreciation of and sympathy with the beauty of the natural forms, and an attempt to reproduce something of this beauty which has been seen and felt. I think children are naturally more observant and prone to appreciate beauty than older people. In the lives of most of us, appreciation of beauty, imagination and clear simplicity of vision have been crushed out as we have grown older. Unless our sense of it is encouraged and developed, we gradually cease to care for it, and it passes largely out of our lives. I think what we need to-day is to take this sense of beauty which is in the minds of most children and give it encouragement and direction, choosing good models and helping them to see and appreciate the beauty

in them; for, if they see it, that sense is sure to show itself in their drawing, and to affect the final result. It seems to me that these same drawings I have in mind show that precision and directness which is essential to good work, — clear and precise lines, spots of color of the right tone, dark or light put on clearly and sharply, put on definitely and precisely, not gropingly and weakly, as one finds in other cases. That leads me to say that some other drawings I noticed showed childish attempts which are perhaps interesting and amusing, but are of doubtful educational value. They are little more than ordinary childish scribbles, which, if the child is taught to regard seriously, will do him harm. I think if children are not taught from the very beginning to work precisely, if they are not taught to be content with nothing less than the best results they are capable of, it is a great mistake. The nature drawings of which I speak are to my mind the best. The models one gets from nature are almost always beautiful.

There is one other point which I wish to make. I noticed, in some cases, that the models put before the children were distinctly not good, — examples of drawing not clear and precise of line and not clear in outline, — in fact, models distinctly vicious, and which are sure to injure the child's sense of what good drawing is and of what beauty really is. There were some instances of the use of architectural forms which were utterly bad; and, by the bye, I may say that, in general, architectural forms are usually too complicated to make them desirable as models in the teaching of children. There is no reason why the very best models in the world should not be put before the child. By means of photographic reproduction the very best drawings that have ever been made can be put before the children. You can have the drawings of Leonardo, of Raphael, and, better still, the earlier Italian masters, — drawings much simpler than those I have been objecting to. Selections can be made which are so simple that the children can readily use them as models to draw from. The same is true in designing. Even the models for design put before them are poor rather than good, and it is obviously important that designs shown to children should be of the very best. But I think children should learn to appreciate good designs rather

than to make poor ones. Very few children are likely to make good designs. Moreover, there is no good in their attempting anything in the way of original design until they have learned the fundamental principles that underlie all artistic design of whatever kind and of whatever style, and as yet we have but few teachers capable of teaching these principles.

These are some of the points which I think need to be carefully considered by those who have charge of the teaching of drawing in our public schools. If we are to advance, it will not do to spend our time in congratulating ourselves upon what has already been accomplished. We need to examine the result, with a view to appreciating and rectifying our shortcomings. But, while there are some things to be criticised, yet I wish in concluding to state again emphatically that, on the whole, the exhibition seems to me to be distinctly encouraging. If we take hold of what is best in it and try to work along the lines which these best things point out to us, we may look forward confidently to still further improvement.

Mr. HILL : —

It is interesting to note, in connection with the exhibit, that some of the towns represented have had supervisors of drawing for only two or three years. Drawing may have been taught in these towns for a good many years, but the attempt to systematize it and direct it wisely dates from the appointment of the supervisors. Consequently, if we have from such towns exhibits of work for all the grades, the work of the upper grades cannot rest on the supervisors' work in the lower grades except to a very slight extent. It is only in the lowest grades that the supervisors' work shows progressiveness and continuity from the child's entrance upon his school life. This, of course, readily explains a certain difference in these towns between upper-class work and lower-class work. In other words, the supervisors are seen at their best only where they have controlled the instruction from the beginning.

At this stage of the conference, let me ask all present who are supervisors or teachers of drawing in the schools to signify it by raising their hands. [Nearly the entire audience raised hands.] I see by the generous raising of hands that nearly all

of the large number present have a special interest in the State exhibit and in its very significant lessons.

In organizing the State exhibit, I beg to acknowledge my personal indebtedness to Mr. Denman W. Ross of Cambridge, who has rendered most valuable service as a member of the advisory committee. I have the pleasure of presenting to you Mr. Ross.

DENMAN W. ROSS : —

I have been very much interested in the present exhibit ; I have been interested in being a member of the committee. I have been interested in the exhibit as a teacher of drawing, a teacher of design, to see what other teachers have been doing, to see what their pupils have done, in the way of work. I find in the exhibit a great deal to appreciate, a great deal that is hopeful ; I find, of course, a great deal that does not seem to me promising, a great deal that I do not approve of. What has pleased me most of all, — and I am now saying what Professor Warren and Mrs. Whitman have said, — what pleased me most were the simple naïve drawings of the children. Formerly they were allowed to do nothing but what they were told to do, and they had to do this according to rules and regulations. Now the children are being allowed to express themselves. This is as it should be. The development of the children must be from within outward. It must be a development from ignorance to knowledge, from incompetence to competence ; it must be a development forward ; it must be a development showing progress. The exhibit was less hopeful in the more advanced work, in the work of the higher grades, — much less promising. It seems to me that the natural expression of children should go on consistently. They should be all the time doing things more true and more beautiful, because they see and feel more of truth, more of beauty. We don't want any correction of drawings, any correction of art on the part of the teacher ; we want a correction of the mind that is back of the form of expression. If a pupil does a piece of work naturally, he puts into it just what he knows. From ignorant people we must look for ignorant work ; from learned people we may expect what is learned. What I complain of in the work of the higher grades is the evi-

dence of conventional standards of representation. Take a child and consider what the child naturally does, for it is that that we want to develop. The child will do something like this, — I can express it better in this way than in words. [Gives illustration on blackboard.] That drawing of a cock expresses ignorance. We must expect nothing else from the child, at first. When the child draws an ignorant thing like that, what shall we do? We need not tell the child that that is ignorant; we can say, "That is all right; that is just what you know. Now go ahead and learn something more. You have made that cock [pointing to sketch on blackboard] with the head on the right and the tail on the left; now I want you to go to the barn-yard and look at cocks. Look at them from your point of view, heads on the right, tails on the left, then come back and draw what you have learned." The next drawing will be better, the next better still. Every drawing will show exactly what the child has learned, the truth as it lies in the child's imagination.

I find in the present exhibit only the more obvious forms of design. There is a placing of spots or figures on horizontal lines. These are called "borders." Sometimes the spots and figures go in all directions. Then it is a pattern. The border and the pattern are sometimes combined. Design is a great deal more than that. Design means consistent motion, balance, harmony, and it has an infinite variety of manifestations. It means an imitation of the underlying elemental principles of the universe. The order of the universe lies in those three principles, — consistent motion, balance and harmony. We must understand them better, for it is out of that understanding that good taste comes, the perception of beauty, and ultimately the power of producing the thing of beauty, the work of art.

MR. JOHN S. CLARK: —

MR. CHAIRMAN, LADIES AND GENTLEMEN: — As I looked through your exhibit, my mind involuntarily ran back over a perspective of the art educational effort of the past twenty-five years. I was familiar and had not a little to do with the exhibitions to which the chairman has referred, which attended the early years of the movement; and I have studied this exhibit

in order to note the change that has taken place in the idea and purpose of the instruction between the early years of the movement and its present stage of development. And this change has been great. I know there are persons here who took a hand in the initial effort to make drawing one of the common branches, and they will recall the narrow and limited purpose for which that early instruction was demanded. We did not then dare to use the word "art," except in a very subordinate way, and solely in its application to industry. Indeed, the committee that went to the Legislature and secured the enactment of the statute legalizing drawing as a public school study based their argument entirely upon the practical utilitarian value of the study to the industries of the State, and the kind of drawing they had in mind was principally mechanical drawing. From 1870 to 1880, therefore, the instruction was wholly industrial in character, with emphasis upon the mechanical features. The aim of the instruction and the methods employed were modelled closely upon what was then known as the South Kensington system, — a system that was aptly characterized by Hamerton as "the studying of Raphael to sell ribbons."

This method of instruction, with its narrow aim and its mechanical features, could hold no permanent abiding place in public education. The public school is not the place for specialties, and the original effort to introduce drawing for the special benefit of the industries and with very little interrelation with the other branches of study, was doomed to failure from the start. It isolated the study from the general course of instruction, and, consequently, the effort to make industrial drawing a common school study failed. But, notwithstanding its failure, this effort led to important results in other directions. The effort established the fact that all children could learn to draw as readily as they could learn to write; and the establishment of this fact was of the utmost importance in the proper development of the child and through the child to general education.

The period of about 1880 was a period of remarkable awakening in many lines of educational ideas and practice. The kindergarten, after a severe struggle, had won recognition as an essential feature in public instruction; manual training had

also proved its claims to public recognition; while the study of nature both for the cultivation of the observing powers and for the acquiring of practical knowledge had come to be the shibboleth of many prominent educators. Then, too, great interest was beginning to be manifested in the study of the child as the being or subject for education quite independent of the topics studied.

Now, all these lines of educational awakening laid great emphasis upon developing the child's power of expression in connection with the cultivation of his observing powers; and the study of the child revealed the fact that drawing could readily be utilized as one of his great modes of expression, — a fact emphasized by the kindergarten, by the manual training school, and by the nature study movement; so that we had during the years 1880 to 1890 great insistence upon drawing in all our educational discussions as one of the great means of expression by the child. By many educators it was placed co-extensive in its reach and power with expression by speech and by writing. This new demand for drawing as a means of expression did not ignore the importance of industrial drawing; it simply enlarged the scope of drawing itself by emphasizing the freehand feature, which was presented as a factor of the first importance in the all-round development of the child. Instruction in color was also brought forward as an important feature in practical education.

Still, there was no recognition of art in its true sense in the aim and purpose of the instruction in drawing or color. But about 1890 the need of art as an essential element in social economy began to be publicly emphasized, and this soon led to a distinct demand for art instruction in the schools. And this movement, strongly reinforced by the movement for school-room decoration, soon took the form of enriching the bare walls of our schoolhouses with some of the masterpieces of art, not only for their æsthetic influence upon the children, but also for the purpose of study by the children themselves. This art movement, however, came in no spirit of antagonism to industrial drawing, or to the use of drawing in other studies, or to drawing and painting as means of expression in the development of the child; rather, it greatly broadened the educational

value both of drawing and color for all these purposes, as well as vastly enlarged their scope and character, until now we have art education distinctly recognized as an essential feature of public education; and this exhibition, as I understand it, is made that we may observe what the State Board of Education has done and is doing for the promotion of art as a branch of public education.

And in view of this effort of the State, and here in the presence of this exhibition, we may well ask, What is art, and what does it mean in education?

If we were to put this question to the artist, he would say, "Art is man's work in the creation of his ideals of the beautiful through his knowledge of and skill in the use of nature and her materials." He might possibly question the wisdom of attempting art instruction in public schools, if the instruction be given by the grade teacher. If we were to inquire of the friends of manual training or industrial education, they might answer, "Art is the outgrowth of industry. There must be a varied, industrial life before there can be any art products," and they might, perhaps, point to the fact that the great art of the Greek and of the Renaissance periods was closely related to the industrial arts of those times. If the question were put to the scientist or to the advocate of nature study, the answer very likely would be, "Art is the reproduction of nature. Nature is exhaustless in her facts and in her significance. Nature is the product of the Divine mind and the source of all art. The best art training and culture, therefore, is the study of nature and the representation through drawing and modeling and painting and of what is seen in nature." And many of the child-study people would say about the same thing.

Now, for the promotion of true art education, there is need of a much clearer idea of what art is and what it means in social life and in the education of the child than what is implied in any of these views of art. The term "art," as it is now being considered in education, should be interpreted in its widest social significance. The Century dictionary definition of art is, "The combination or modification of things to adapt them to a given end."

In this sense art is more than manual training, more than

drawing or painting or modeling, more than nature study, more than a mere form of expression by the individual or the child. It is all these and much more. It is the supreme action of the human mind using nature and nature's materials and forces, and through knowledge, imagination and technical skill making them subservient to social needs and ideals. You get art only as you exalt man, the creator, above the materials with which he works.

Considering art, therefore, from the social point of view, we see that it is one of the most comprehensive of studies; and an analysis of the subject, for the purpose of observing its main elements or characteristics, reveals the fact that man's arts are the products of his conscious thought, and are grouped in three great subject divisions.

There are, first, the constructive arts, which comprise his buildings, his machinery, his ships, his bridges, his means of transportation, as well as all the furniture and utensils which minister to the needs of daily life; and these constructive arts require a knowledge of science, as well as a precise technical knowledge of drawing for the expression of ideas peculiar to themselves.

And next there is the great group of the decorative arts, which have to do with the enriching of the products of the constructive arts. Decorative art allies itself with all but the very humblest of man's industrial occupations. It enriches his great architectural constructions with the results of his richest imagination. It is displayed upon all the work of man's hands, from the very simplest implement of the savage to the decorations of the Parthenon, the cathedrals and the great library buildings. It is here that the whole range of human knowledge and experience is laid under tribute by the imagination for fitting themes to give expression to his worthy ideals. In this department the ripest technical knowledge of drawing and painting is demanded, but it is of a quite different kind from that employed in the constructive arts.

And then again we have another great division, — the pictorial or representative arts. And here we have to consider the mind of man working in quite a different way and for quite different purposes than when employed in the constructive and decorative

divisions. On a plane surface of two dimensions, through his power of imagination and his technical skill, he creates forth by representations of three dimensions what he observes or imagines in the world about him. Representative drawing or painting is the great means by which the individual pictures to his fellows the reality of the images in his own mind. Hence, pictorial art ranges from the graphic representation of the simplest object in nature for purposes of illustration to the composition of artistic masterpieces which embody the sublimest aspects of nature as well as represent through the human figure the highest feelings of the human soul. Here, again, in this great department of pictorial art, a wide knowledge of technical principles in the application of drawing and of painting and of composition is required, but these principles are quite distinct from those required in the other two departments of art.

Now, these three great subject divisions of art are all inter-related in social life and make up the sum of man's arts, and when we speak of art from the social or educational point of view, we must consider it as embracing these three great subject divisions, and in each of these divisions it should be noted that it is the thought or idea to be expressed through the art that is of the first consideration.

To put this matter in a few words, art is man's work in utilizing nature and nature's forces in the service of his social needs and ideals; and when we reach this conclusion, we see that one of the most inclusive, if not one of the most important, studies in education must be man and his arts. This means nothing derogatory to nature or to science; it simply means the utilization, the conversion of nature through art to the highest service of man.

Now, then, with this view of art from the social standpoint, it is clear that public art education must provide for instruction in these three subject divisions of constructive art, decorative art and pictorial art. Each of the preceding speakers has referred to a want of definiteness in the aim and purpose of the instruction throughout the various exhibits. I think it is a just criticism, and, considering the way in which the subject has been developed in the schools, it is precisely such a result as might be expected; for much of the work on exhibition is the

outcome of the evolution of the instruction through industrial drawing, nature study and brush work, and child study. The foremost characteristic of many of the exhibits is the importance attached to the nature study and graphic illustrations by the child, while some of the exhibits leave the observer in doubt as to which feature, nature study or child study, was uppermost in the instruction. One thing is particularly noticeable, — the slight emphasis put upon the constructive feature in the instruction. This is greatly to be regretted, for in some respects this is the most practical feature in art instruction, — the one that bears the closest relation to the needs of practical life; and its absence indicates the need of a broader comprehension of what art education means in its adaptation to practical daily life.

Another point, — and it is a point to which Mrs. Whitman has alluded, — I feel that much of the drawing and color work from nature is hardly art work at all. It has more the character of nature study, in which the representation of the object before the child was regarded as of more importance than what the child found in the object as a subject for his art. In other words, I feel that in the drawing and painting from nature training in the technique of art has been neglected, and in the instruction the idea of nature study has been uppermost.

Considering the exhibition as a whole, I confess to a feeling of disappointment at the exhibits and the absence of exhibits from the principal cities of the State. Boston has some excuse for the limited character of her exhibit, owing to the fact that for several years the instruction practically lapsed in the schools, and the present exhibit shows the results of only one year's work under an entirely new regime; but Worcester, Cambridge and Fall River are not here at all, while Lowell and Lynn, two of our great industrial centres, present very inadequate results for the instruction that has been continuously maintained for several years. After nearly thirty years of effort on the part of the State in promoting the work, I think it must be admitted that the results in the cities are very inadequate.

Let me call attention to one exhibit that I think worthy of special notice, and that is the exhibit from the normal school at Fitchburg. It is a small exhibit, but it is well balanced, and

represents the three lines of work, not only interrelated but also very well executed. The work shows definiteness of aim in the instruction, as well as a knowledge of the technical principles involved in execution.

To sum up in a word, the State now comes forward and places the movement squarely upon the basis of art. The effort is no longer the promotion of drawing for the benefit of the industries, or drawing and painting in the service of the other studies; rather, the aim is art education for the benefit of all the interests of the State. If, now, it is the purpose of the State to lead in this matter, it would seem the part of wisdom for the State Board to come forward with a clear presentation of the meaning of art in our present social life, and also its relation to psychology, industry and education. It should also be able to present some well-considered plans for making art education a practical reality in the schools, for we must remember that it is only in behalf of the work in the schools that the State has any warrant for its action in this matter.

Doubt has been expressed as to the possibility of getting any satisfactory art instruction in the schools with instruction given by the grade teachers. It must be admitted that the vital point in the whole problem is touched here. This exhibition clearly shows that the difficulties to be overcome are not with the children, but with their instructors. In view, therefore, of what is now demanded, the proper qualification of these grade teachers becomes a matter of the first importance. It can be said, however, that experience has clearly demonstrated that these teachers can be properly qualified for this instruction; but this is too large a question to be entered upon here.

And now a word of friendly criticism of the Board of Education. This subject, as we have seen, is one that has been in process of evolution during the last twenty-five to thirty years. I can understand that the Board, with the limited appropriations at its disposal, has found some little perplexity in meeting the demands upon it and in keeping the expenditures within the prescribed limits, but I think it has been altogether too modest in its applications to the Legislature for appropriations. The annual appropriation it has asked for, I believe,

is about twenty-five thousand dollars. That is altogether inadequate. That is not enough to make the cause of art education respectable, certainly not enough to make it efficient. Let me tell you a story. A few years ago, one of our most prominent educators was called to the presidency of a leading university in one of our western States. The institution was entirely dependent upon annual appropriations by the Legislature of the State, and, in looking over its financial budget, the new president said, "We must have at least five hundred thousand dollars." His trustees, with alarm, cried out, "We can never get any such sum. Last year we asked for three hundred and fifty thousand dollars, and were cut down largely from that amount." "Well," said the new president, "that was because you did not ask for enough money to make your institution respectable." He went before the Legislature, showed the needs of the institution, asked for eight hundred thousand dollars and got over six hundred thousand, and he attributed his success to the fact that by his demand and the reasons therefor he at once brought his institution to the respectful consideration of the Legislature.

Now, if the Board of Education would come before the Legislature with a clear presentation of the meaning of art in practical life and in education, and with some definite plans for the permanent establishment of the subject in the schools, and ask for fifty thousand dollars to carry on the work, I believe they would not only get the money, but that they would also be able to demonstrate that the expenditure of fifty thousand dollars would be a more economical expenditure than what they are expending now. But to be successful in such an effort, they should come before the Legislature supported by all the persons interested in this great movement; and they can have this support. There should be no hostile criticism of such an undertaking. There would not be. This is emphatically an era of conciliation and co-operation. In every department of life men are finding out that to accomplish any great beneficent purpose they must sink personal interests and work together; and I am glad, therefore, to see that the Board of Education has taken the first step in this direction through this exhibition and this conference.

Mr. HILL: —

The Board of Education cannot be disturbed very seriously by Mr. Clark's criticism of its modesty in asking for appropriations. I have no doubt it would gladly make use of any additional funds the Legislature might place at its disposal to advance art instruction in the schools. It should be noted that its authority does not extend to the towns and cities of the State, each of which is absolutely free to work out its own problems in its own way. Its work as a Board has to be done through the Normal Art School, the other normal schools and the agents whom it appoints to advise the teachers of the State. Whatever means for improving the training of the present and prospective teachers of the Commonwealth seem promising, these certainly should be adopted.

When we get to inquiring very sharply what art is and what art is not, we find ourselves dealing with a large and somewhat elusive theme. I had the honor of being a member for some sixteen years of an art club in the city of Chelsea. The club was organized many years before by Hon. Mellen Chamberlain, formerly superintendent of the Boston Public Library, and is now not far from forty years old. It has circled all around this subtle something called art, with rare profit to its members, but has not yet, so far as I know, captured the precise essence of it and put it into intelligible and communicable shape for recognition and preservation. Had it done so, I think Judge Chamberlain would have telegraphed me. It is something that permits fascinating approximations in one's thinking and talking about it, but always more or less baffles one at those critical times when one thinks the heart of the matter is being reached. If art, like religion, is too broad and too deep to be fully compassed, it is, on the whole, rather to its credit. It becomes us to be patient, therefore, with one another's partial views, — with one another's heresies, if unfortunately our art creeds contain them.

I have the pleasure now of calling upon Albert H. Munsell of the Normal Art School.

ALBERT H. MUNSELL, State Normal Art School: —

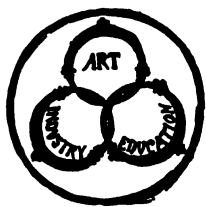
MR. CHAIRMAN AND FRIENDS: — "I remember, I remember" when Walter Smith's books supplanted the Bartholomew books

in Boston schools. Entering the Normal Art School in 1875, I have watched its students and their after work as teachers ever since. May I be allowed to think myself no "farther off" from the heaven of art than when I was a boy?

The criticisms we have listened to remind one of an experience with Helen Keller in 1892. The anatomical figure of a horse having been placed in her hands, her face suddenly lit up as she exclaimed, "A horse. Is it a wild horse?" and, having learned its purpose, she proceeded to tell all the beautiful points of her pet pony at Tuscumbia. My youngster follows that same sequence when images arrest his eye. A new object stimulates his attention, then words spring out to express his thought, and, later, memory and fancy embellish the subject.

This would seem a natural mode in the study of art. Close observation first; accurate expression next; and, last, a choice as to the best form of expression.

The success of the teacher lies in creating this atmosphere of close attention. True expression or beautiful expression must follow according to the inherent power of each individual. Teaching may stimulate observation, but expression of what has been seen should be largely a free act on the part of the pupil. With such a distinction in mind, may we not see why upper grades in the public schools do not show that gain in power which we have a right to expect? Many have been busy with expression rather than with observation, in some cases going so far as to furnish the form and even the matter of expression. Such a course leaves no outlet for individual feeling.



Mr. Clarke's review of State exhibits is interesting, as showing how we have swung in a circle. Unity exists among apparently antagonistic elements. Thus the seal of the Art Museum—three circles entwined within a greater circle—has Art in one, Industry in another and Education in the third. If, beginning under South Kensington influence, we entered this circle on the industrial side, we have moved on into education and are returning to industry through art. [Illustrated upon blackboard.] Is it not often the necessity of the moment which calls out the best effort?

One more point. The public school is not the only means of disseminating art education. The evening industrial school has ministered to many an adult. I know of one student, who, after a hard day's work at his trade, felt the need of following an evening course in building construction. He saved money to buy a fine set of instruments. To-day he builds good houses and helps the artistic development of his townspeople. That evening school has advanced the art interests of this Commonwealth.

Some one acquainted with all the facts might point out the remarkable influence of this Normal Art School during the last quarter of a century, not alone in Massachusetts, but throughout the country.

Miss IRENE WEIR, supervisor of drawing, Brookline, Mass. : —

I have only a word to say, for the time is nearly over for addresses ; but I am glad to say one thing, — that which has pleased me most in the exhibition is the fact that we have a work that is alive, and, as I compare what is now exhibited with results of two or three years ago, I am very sure that there is a growth that is vital. Two or three points have occurred to me as the previous speakers emphasized certain facts. One of them is this : One of the selfish things in the artist's life in the past has been that the artist has been only too willing to isolate himself, that he might work out the visions of his soul, thus leaving the world of art education to go as it might. Of course, by the past, I do not mean the middle ages, but the past in our own country. It is only recently that the artist has come to realize that he has work to do, not only in putting paint on canvas, but work in guiding the mind of the pupil, — and this is a hopeful thing, that those who *do* know are the ones who are going to help us. The pitiful thing about the exhibit, if there is one, is that there is such earnest work, such eager effort, quite in the wrong direction ; so much effort is put into things that are really useless, for the things that do not count ; we come across it constantly.

It is like the religion of the middle ages, when a monk felt that he must retire to his cell and pray so many hours a day to insure the safety of his own soul. The broader life is that which

is expressed in the willingness of service to-day, and the sympathetic way in which the artist now looks upon the problem. Of course lack of development is what strikes us all, as the previous speakers have said; but I sometimes wish that people who know so well how to criticise would be willing to go and do it themselves. No one knows what it is to try to teach and to guide some fifty or more children who are earnest, eager and restless little people, — no one knows what it is, I say, to teach those children and do it in the best way; with the criticism, we need willingness to go right into the schools and experiment, and I am glad to have any outside earnest young teacher come to me and say, “Won’t you let me see you give a daily lesson?” I have had such questions asked, and then I have said, “Yes, and there is a little school out there in the outskirts; go there once a week and teach it yourself. That will help you most.” And that is really the very best way to help the cause.

Despite all the things we wish were not so and which we wish were better, there is life in the exhibit, and abundant life. Still, there is a problem; and our only course is to get together simply, informally, and talk these matters over, and find out what is the best solution of that problem. It cannot be done from the outside; it must be done from within.

Prof. PAUL H. HANUS, Harvard University, Cambridge, Mass. : —

MR. CHAIRMAN, LADIES AND GENTLEMEN : — Just because I know very little about art or instruction in art, I am inclined to say a few words in response to your invitation. My ignorance is that of most of the present generation of men in middle life, who got what they could of art instruction chiefly in spite of the school and outside of it. I mean that most of us got no instruction in art at all; and the rest were carried through an aimless course in drawing that meant filling several drawing books with copies of sets of printed “models.” Such instruction was, naturally, fruitless. My interest in this subject is that of one who keenly feels in himself the result of no instruction or of bad instruction, and who desires to see the coming generation an art-appreciating and art-producing generation,

every individual contributing to this result according to his native endowment, so far as possible. This is, in my opinion, the end to be attained, the ultimate aim that underlies, or should underlie, all courses of instruction in art and all the methods of teaching it. How this is to be accomplished is the problem that you, the teachers and supervisors, have to solve.

And this brings me to the first point I wish to make. I have been trying to disentangle from the exhibit in Copley Hall the aims which underlie the work there shown. I think it is not unfair to say that, while there is much to be found there that is encouraging, especially in two or three of the exhibits, the work seems to me, on the whole, to be lacking in definite aims. Such an exhibit ought to reveal, I think, just what your aims are, just what steps you have taken or are taking at each stage of the pupil's progress to lead him from ignorance, indifference and incapacity to insight, interest and power. This, I think, the exhibit does not show with sufficient clearness and consistency.

The other matter I wish to speak of deals with the method of teaching this subject. The other day I was in the country and had an opportunity to observe an instructor in drawing and painting give a lesson to a youth who was apparently receiving his first lesson in the subject. The youth was to paint a tree, the foliage of which showed the autumnal coloring. The instructor took the pad of paper, seated himself by the side of his pupil, and both faced the landscape so as to have about the same field of vision and the same aspect of the tree. The instructor began: "When you begin a picture, look at the scene, as I am doing, and see clearly where and how the principal object should appear in it. Then take your colors this way [selecting the proper colors, after sketching the tree rapidly]. This is the thing to do here, and this is the thing to do there," and so on for half or three quarters of an hour, until the picture was well under way in outline and in color. After that, I supposed he would tear off his picture, throw it away, and say, "There, now, see what you can do with the same scene." But he did nothing of the kind. He handed the pad to his pupil saying, "Now, go on with it." I need not point the moral of this story. Instruction in art, as in other subjects, is not profit-

able, unless it demands independent effort, and ultimately *productive*, that is, creative effort. Now, it is clear that we shall not realize definite and worthy aims nor sound methods of teaching unless we insist on teachers whose general culture and special training give them a wide intellectual horizon, clear vision and good taste in respect to their specialty, and technical skill. Such teachers and supervisors can be had, if the community really wants them and is willing to pay for them.

Mr. HILL:—

In the better exhibits, however, are there not conspicuous signs of distinctness of aim? If these signs are less obvious in the work of the youngest children, is there not a good reason for it? It is of the utmost importance in teaching beginners to build on their self-activity as a basis. If little children are permitted to give free expression to this activity in their first drawing, the signs of spontaneity and joy are obvious enough, but such work is not particularly conspicuous in its revelation of aims, except as such spontaneity and joy are aims. Now, it is for the teacher to bring order out of the child's chaos, and to indicate goals towards which he should press.

We should be pleased to hear from Mr. James Hall, supervisor of drawing for Springfield.

Mr. HALL:—

MR. CHAIRMAN, LADIES AND GENTLEMEN:—I do not feel that this is a time when the supervisors should speak. They have already given expression to their ideas in their various exhibits, and, although the exhibition from any one place is of necessity very limited, I think the supervisors should not apologize, for, taken as a whole, it seems to me that the exhibition suggests, if it does not fully represent, what art instruction is in our State at the present time.

I have keenly felt the criticism of the last speaker as to the lack of aimfulness that is certainly apparent. The suggestion has come to me that there should be here in Boston, where it could be seen not only by supervisors of drawing but by the regular teachers who come to the city on Saturday, a perma-

ment representative exhibition that should show the high-water mark of achievement in public school art instruction at the time of the exhibit. Such an exhibition would, of course, constantly change, and would be selected from various sources. I feel strongly that an exhibition of this kind would be of tremendous importance in establishing standards and in keeping a definiteness of aim among the workers.

Another thing which I think all supervisors hope for is that State exhibitions of drawing will not occur more than five years apart.

L. WALTER SARGENT, assistant agent for the promotion of industrial drawing:—

The criticisms by the friends of the exhibition have been so suggestive and helpful that one feels he would prefer to think them over for a week or so before saying anything about it. At first I did not favor the exhibition, — it seemed like a useless waste of energy; but now I am glad it has come. It indicates quite truly the present condition of art education in the public schools of the State. In the country towns there is much that seems encouraging. There is a public sentiment now for better art instruction in all parts of the State, and at the present time the mechanical side does not have to be brought forward as an excuse for the rest. People desire more of the beautiful.

Perhaps the reason for the marked improvement in the primary grades is that there the children work more freely. The right plan, it seems to me, is that the child should begin with free expression of his crude ideas, and improve them by adding knowledge to knowledge year by year; and that his sense of beauty should be definitely trained, so that his idea may be expressed not simply with more knowledge but with greater beauty.

There is hope that this may be accomplished. Musicians find their art mathematical and scientific, and I think many artists feel now that true science begets and does not stifle individuality. The old dispensation was, "Who by searching can find out" the spiritual. The new dispensation says, "Seek and ye shall find."

Mr. JAMES FREDERICK HOPKINS, director of drawing, Boston :—

MR. CHAIRMAN :—From the standpoint of the supervisors, I would like to add the word that it seems to me there are some things which should be brought forward at the same time with the criticisms of the exhibit. Formerly these exhibitions were quite a feature in our State work, but for some reason they have been omitted for fifteen years. We all know, if exhibitions come too frequently, teachers are apt to work for that end alone ; but there comes a time when we should have an opportunity of bringing our work together for the purpose of seeing clearly where we are, appreciating our shortcomings, and facing squarely the difficulties in the way of going forward.

The many helpful suggestions of to-day have come from specialists ; but a fair question which arises at this particular time is, What would an educated German, or a Japanese, or any person outside the work, say, when viewing the display in Copley Hall? There hangs outside the hall a sign which says this is a State exhibit. The question which such an unbiased layman might reasonably put is, “Just what is the aim of the State of Massachusetts ; what is she working toward?” And, indeed, what *are* we working for educationally? This is a question which should concern us all.

It has been said that in a majority of cases there is an absolute lack of definiteness ; secondly, and more vital, is the criticism that, after passing a certain grade, the children fail to show that development which should reasonably be expected to follow. These two points have been touched upon more than once this morning. Now, where is the difficulty, and how can the condition be helped, — for the facts are squarely before us, and should not be evaded?

It is true that in quite a number of the cities and towns exhibiting the work is somewhat new to the teachers, or is being reorganized, and, therefore, has not had time to develop itself. But this should not be the case in those centres where the work has been under the same guiding hand for five or ten years. It is also true that we are working to a certain extent through a lack of co-operation throughout the State. In this respect we are under conditions not unlike those which would obtain on the Cunard steamer leaving our port to-day, if each

one on board had an opportunity to say what might, in his judgment, be the best way to manage the ship. Would it be surprising if, under such conditions, the "Cephalonia" were next Saturday still between Cape Ann and Minot's Ledge? What we lack in our State work to-day is a clear-cut, educational, definite, practical aim, and one which shall give us our educational "landfall" at the other end of our course.

Those who have spoken to-day are all experts. The consensus of their remarks shows this public desire. The only way to successfully meet this question is to elevate such a clear-cut, definite standard, remembering that it must be one which shall satisfy our constituents. The city or town places these children in our hands, not for the purpose of aimless experiment, nor for our personal aggrandizement, but for their present advancement. It is, indeed, a public trust, and, if we do not carry the children along successfully, if we do not lead them to the *power* which they should have and which is secured in other subjects, the tax payers will hold us responsible, as they have already in more than one case in our New England States.

We are charged with an educational problem; mutual felicitations will not solve its difficulties. The only way before us is to work it out in co-operation, with a broad guiding spirit working for co-operation. By taking a point here, a well-tryed and successful effort there, and enriching all by our individual effort, we may in time meet these questions of to-day in the best and most helpful way. I do not think it can be said that the fault lies with the State Board of Education; it lies rather with the towns and cities in not coming together in conferences of this sort and through meetings of this character, wherein, while we might agree to disagree, yet we could certainly plot some definite aims by which we should be able to go forward.

There is no question in the mind of any one here that we have already seen the constructive and industrial side of art education take a subordinate position; we see to-day the prominence of the representative side; and, if we look forward we must see that the decorative is what is coming to touch, interest, vitalize and influence the art development of the future. I do not mean the special, small application in wall paper, or the effort at surface design; but that great work

which shall go forward, making our cities within and without better places to live in, simply because we have had our share in the things that stand for true growth.

If that is to be the side of the future, — and we all believe it is, — the sooner we come together and plan our definite aims, the sooner definiteness will be brought about in the State of Massachusetts, and the better will it be for all concerned.

Mr. BAILEY : —

There is a uniformity which means death ; we do not want that in Massachusetts. There is also a mechanical organization which secures uniformity ; we do not want that in America. We want that unity of spirit which comes from facing in the same direction with an openness towards truth ; and I believe that at the present time there is in Massachusetts a greater unity in this respect than ever before. I believe the outlook is hopeful. We are to be republican, not monarchical.

I want to say just a word to the supervisors. When this exhibition was first suggested, it was said that it would be impossible for us to have an honest exhibition, or one which would be typical of the work done. I have examined personally almost every sheet presented, and I think the supervisors, almost without exception, have done exactly what they were asked to do. The work submitted has been the work of pupils done in the regular course of instruction, and I wish heartily to thank the supervisors for carrying out the suggestions of the committee. I believe the exhibit, whether good or bad, is an honest exhibit.

Miss WILHELMINA N. DRANGA, State Normal Art School, and supervisor of drawing, Chelsea, Mass. : —

Whatever may be the crudities exhibited, whatever of criticism may be offered, in view of the history of this work in the last ten years, — and that is as far as I can go back, — as I look at the work throughout the State, it seems to me that Mr. Bailey and those associated with him have by their enthusiastic work done untold good. They have been of tremendous benefit not only to the supervisors, teachers and children throughout the State, but to the Commonwealth at large ; and

the impetus given to art instruction in Massachusetts has influenced this whole country far more than we can at present realize. I think this a fitting time for this suggestion, a fitting time to pay tribute to our State supervisors, Mr. Bailey and Mr. Sargent; and I move that a vote of thanks be extended to them for the noble work which they have done. I would suggest that we make it a rising vote. [The suggestion was promptly responded to by the entire audience.]

Mr. HILL:—

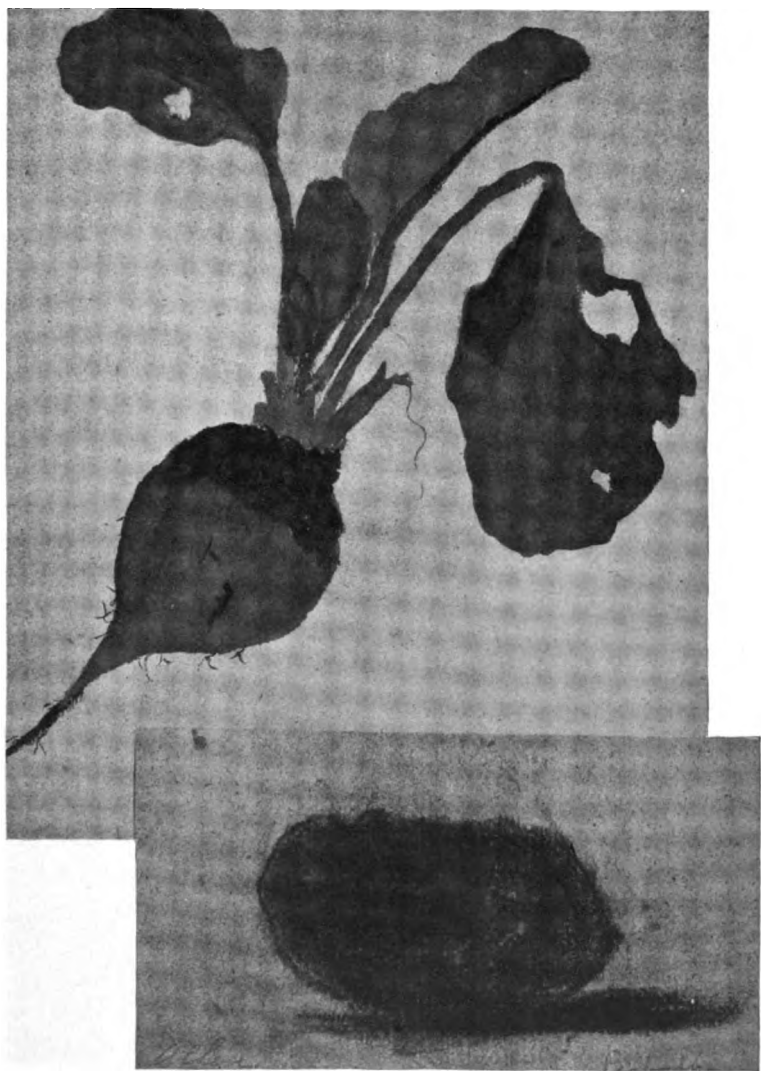
It is to be hoped that when the next State exhibit of drawing is held there will be ampler room for the exhibits, a fuller representation of what the State is doing, a more complete correlation of the work in drawing with constructive processes, and a longer time for study of the lessons of the exhibit. All this will require much more money than the modest sum set apart for the present exhibit. There is no surer way of stimulating and improving the drawing instruction of the State than by periodically showing what the State is doing. The expense, whatever it may be, is, as Mr. Clark has intimated, but a trifle by the side of the mere pecuniary gain that comes to the State from the instruction, to say nothing of those intellectual and æsthetic gains that baffle all attempts to give them a money value.

And now, ladies and gentlemen, the conditions seem to require that this suggestive and profitable conference shall be brought to a close.

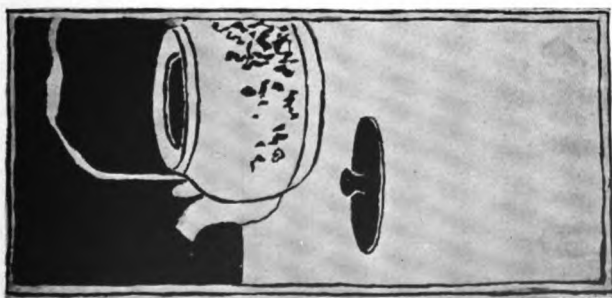
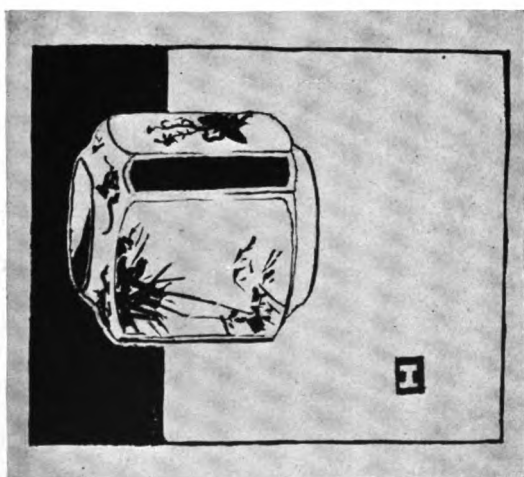
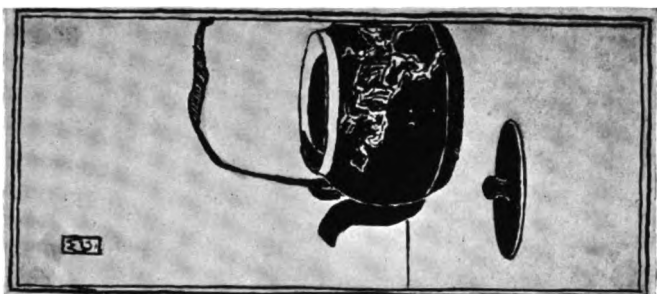
The conference thereupon was closed.

NOTE.

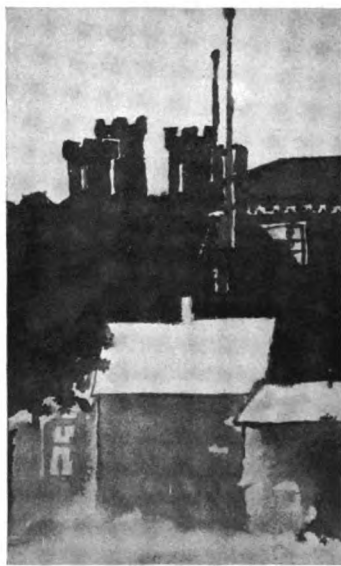
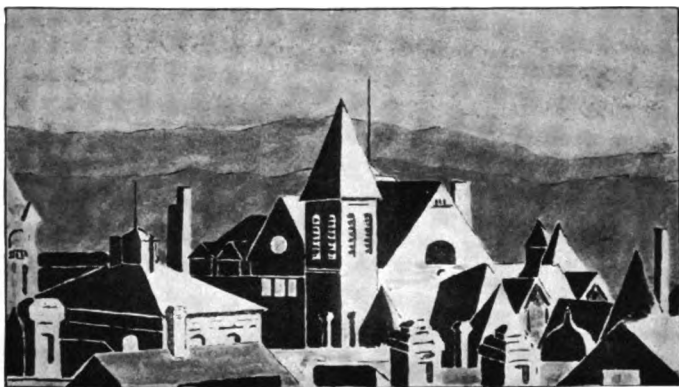
The plates which follow are fairly representative of the general character of the work placed on exhibition in Copley and Allston Halls, Boston, 1899.



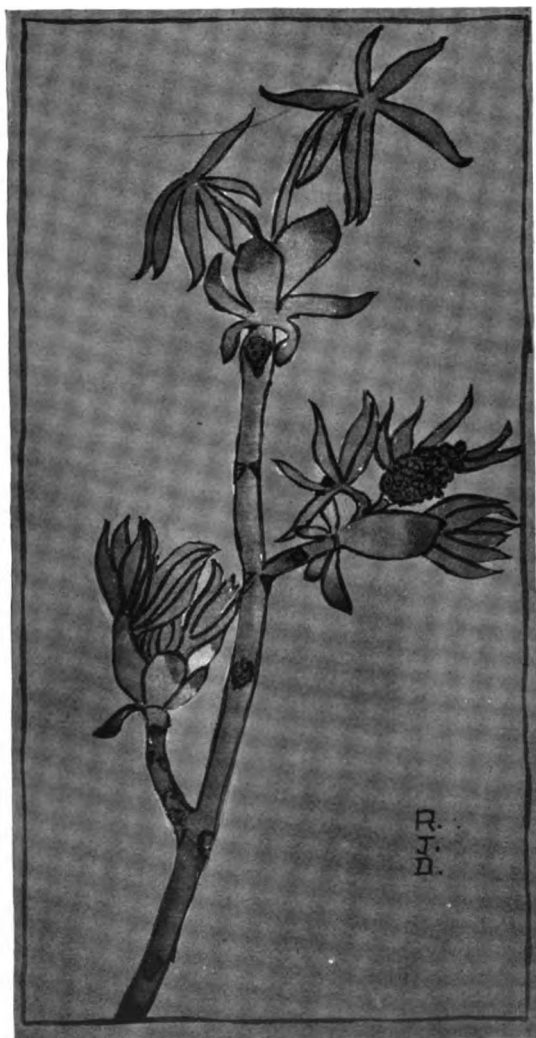
DRAWING FROM VEGETABLES.— Beet, Northampton, Gr. V. Potato, Peabody, Gr. III.



MODEL DRAWING. — Decorative arrangement, Malden High School.



PICTORIAL COMPOSITION.— Over the roofs, Holyoke High School. Through the trees, Ipswich, Gr. VI. The towers, Northampton, Gr. IX.



DECORATIVE ARRANGEMENT, from Nature. — Clover, Chicopee, Gr. VIII.
Horse-chestnut, Brookline, Gr. VI.



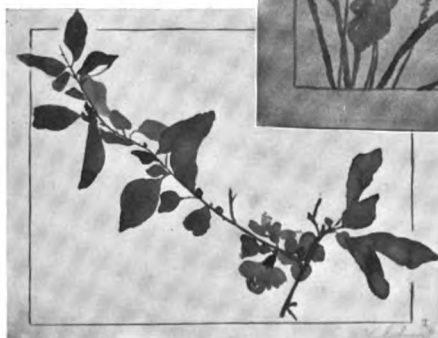
SKETCH FOR A LEADED GLASS WINDOW.



A STUDY FOR SILK.



A STUDY IN FORM
AND COLOR.

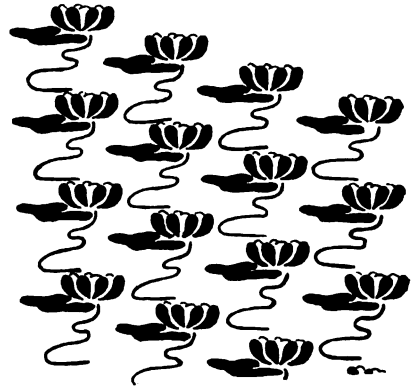


DECORATIVE BRUSH STUDIES.

STUDIES FROM UPPER GRAMMAR GRADES, BOSTON.



A STUDY FROM THE POSE.
Showing Decorative Application.



FOR A BATH-ROOM SASH CURTAIN.



A KNOCKER IN BRONZE.



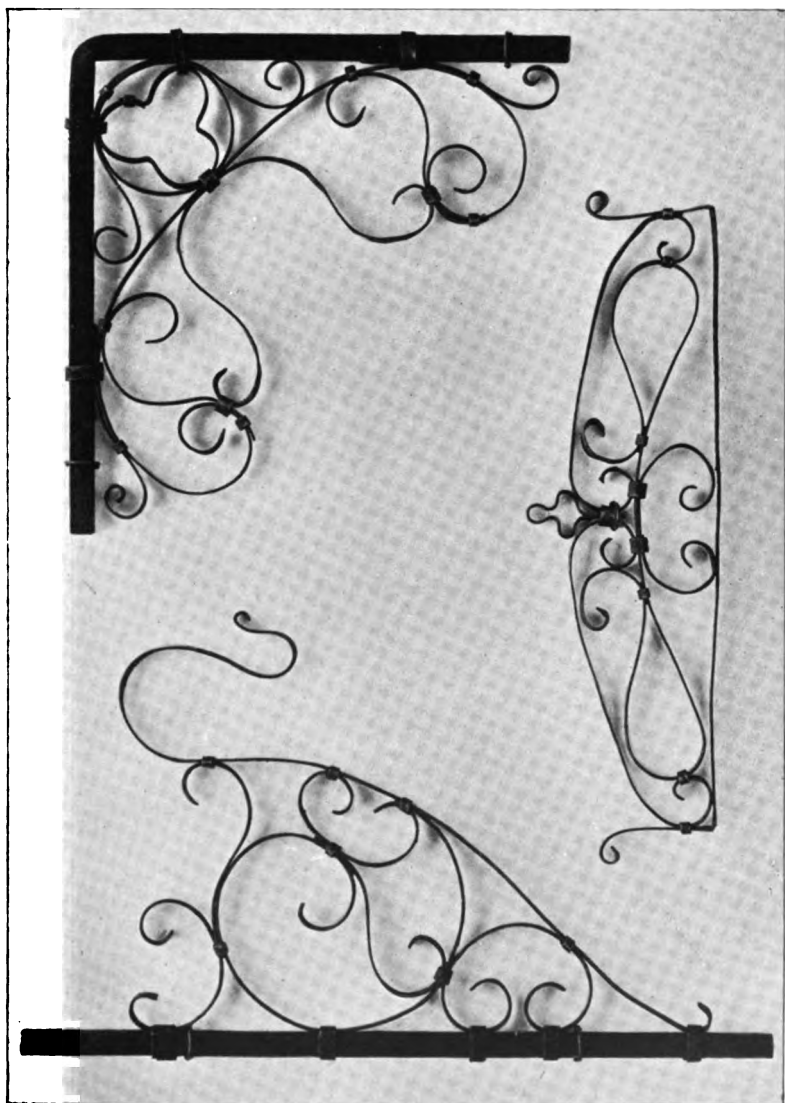
AN INSPIRATION OF JUNE.

FOR A HALL WINDOW IN
GEOMETRIC DESIGN.

ORIGINAL DESIGNS, HIGH SCHOOLS, BOSTON

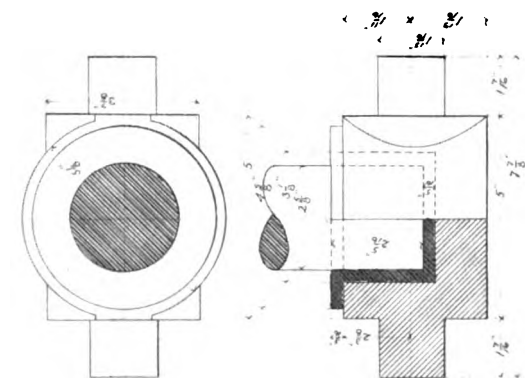


DECORATIVE DESIGN. — Figured silk, Malden High School.

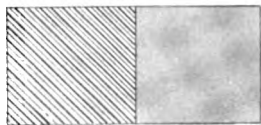


CONSTRUCTIVE DESIGN. — Original bent iron work, Gardner, Gr. VIII.

Vertical Shaft Bearing



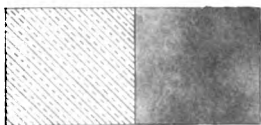
Wrought Iron:



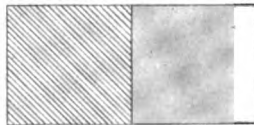
2025



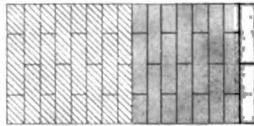
Brass.



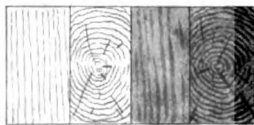
Cast Iron.



Brick-works

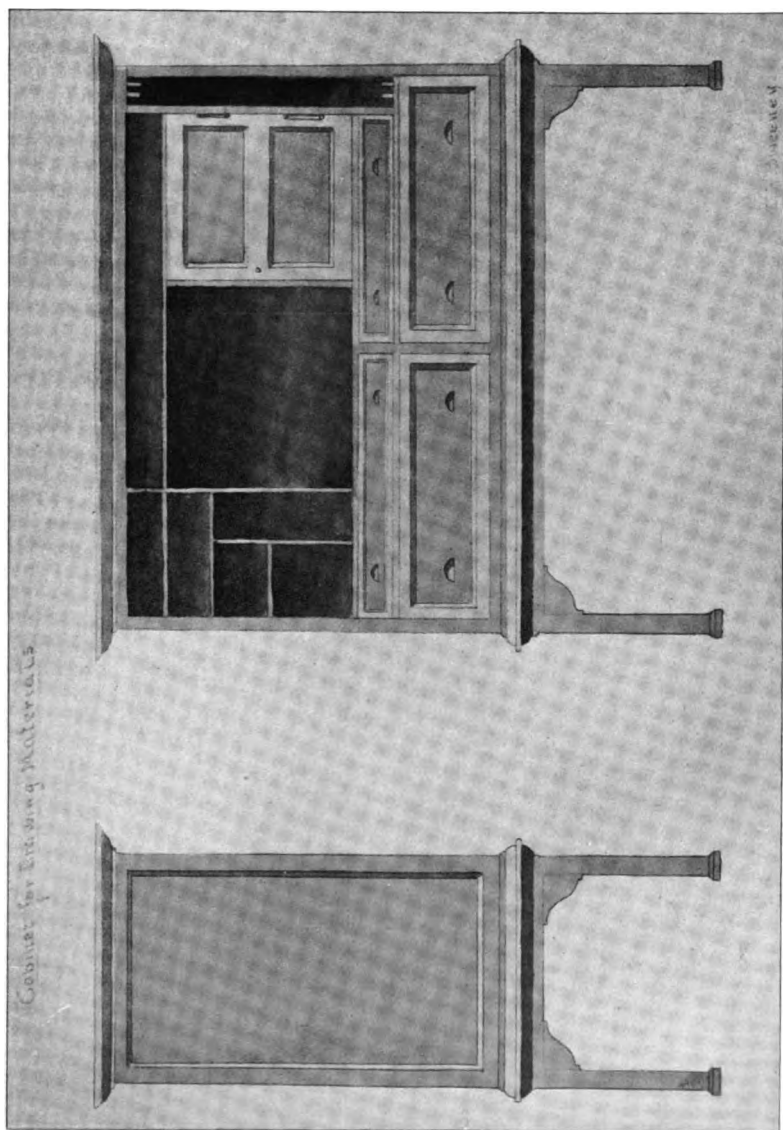


Wood.

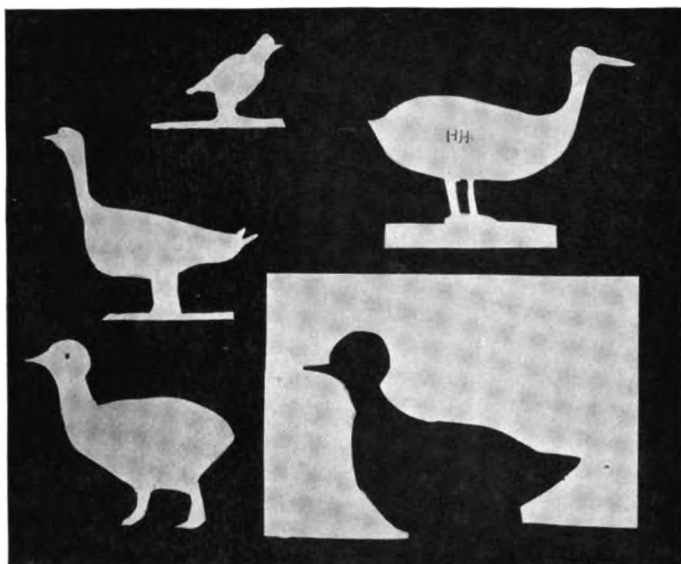


Bullets

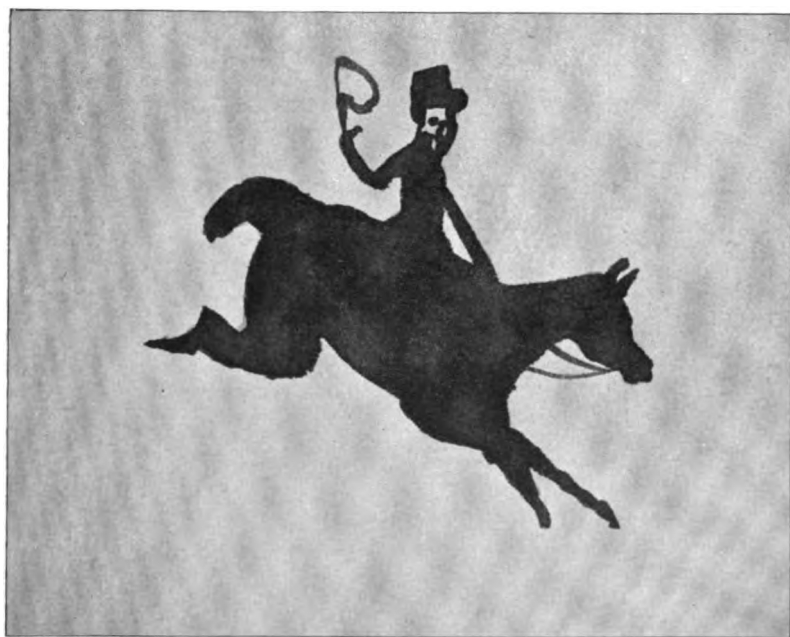
MECHANICAL DRAWING.—Ink and wash, Somerville High School.



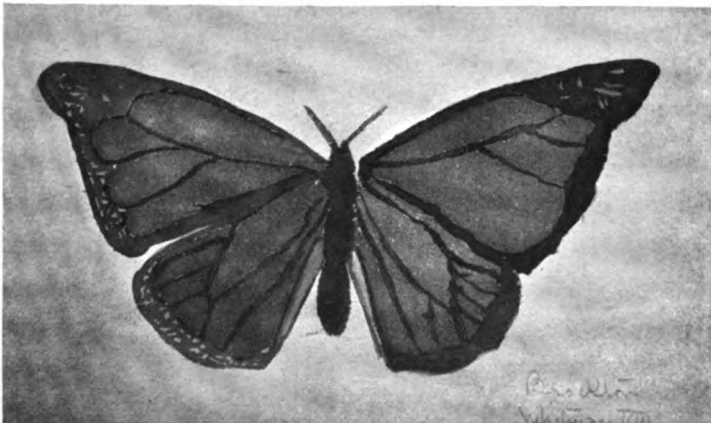
CONSTRUCTIVE DESIGN. — Cabinet for drawing material, Newton High School.



STUDIES FROM LIFE.— Paper cutting, Westfield Normal Practice School, Gr. I.



DRAWING FROM LIFE.— Ink silhouette, Fitchburg Normal Training School, Gr. IV.



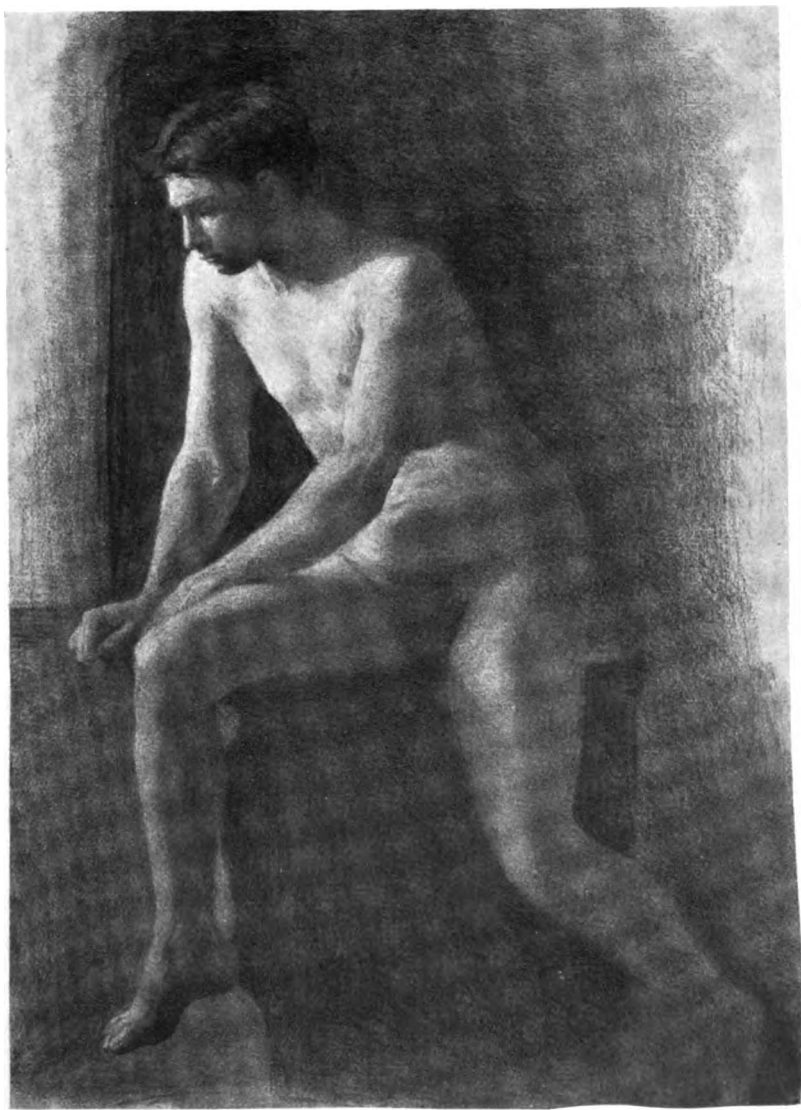
NATURE DRAWING. — Bird, Salem Normal School. Butterfly, Brockton, Gr. VIII.



STUDY FROM LIFE. — Pencil drawing, Medford High School.



STUDY FROM LIFE. — Wash drawing, Springfield Evening Drawing School.



DRAWING FROM LIFE.—Study in charcoal, State Normal Art School, class B.



MODELING IN CLAY. — Original design, State Normal Art School, class D.

APPENDIX F.

**REPORT OF J. W. MACDONALD,
AGENT OF THE BOARD.**

REPORT.

To the Board of Education.

The year 1899 has been spent in the usual round of work, except that I have held fewer local teachers' institutes, and have thereby gained more time for visiting schools and for studying their conditions and the efficiency of their work than has been possible on the average in years past. I have travelled over 1,100 miles, visited nearly 300 teachers in 54 different cities and towns, have given 34 addresses, about half of which have been in the evening, and have spoken 55 times at teachers' institutes. My correspondence has required the writing of about 900 letters and postal cards, besides sending out over 1,000 packages of other classes of mail matter, such as notices of teachers' institutes and circulars of information. The doing of all this necessitates a large amount of evening work, for, to say nothing of travelling, the correspondence has to be largely attended to in these hours, and it often leaves me poorly fitted for the duties of the following day. The year, however, has passed very smoothly and the work has been in general very pleasant.

In some cases the visitation of the schools has been at the request of the school board, to which a full written report has been made after as thorough an inspection as possible. This has, in individual cases, necessitated severe criticism, but it has been generally accepted as just (as great care has been taken that it should be), and I have in all cases received the agreeable assurance that much good to the schools has resulted from these inspections.

The Salem Summer Institute in July was extended through two weeks, or rather nine full days, July 5-14, and was a very successful meeting. The attendance fell off a little from previous years, as had been anticipated, for it was not to be ex-

pected that teachers in the immediate vicinity would continue to attend every summer in as large numbers as they did at first. The decrease in the number of these teachers, however, was to a considerable extent made up by an increase of teachers from a distance. We may safely assume, I think, that the attendance of the past year was about what we may expect yearly hereafter under normal conditions and with a good program. I believe that this institute should be held for two weeks each year, or as near to that as conditions will allow. This gives the instructors in certain branches an opportunity to develop their instruction more satisfactorily, and also permits a good deal of valuable academic instruction to be imparted in connection with the details of method.

There has to be, under present conditions, an unfortunate delay each year in making arrangements for this institute, as we have to depend on a special appropriation of \$500 by the Legislature to carry it on. This can hardly be made before the middle of February or later, and the managers hardly feel safe to arrange for so expensive a meeting before they are sure of this help from the State. If a change in the laws respecting institute appropriations could be effected, so that there could be an earlier reasonable assurance of the State help, the arrangements could be made much earlier, to the improvement of the institute in many respects.

In regard to the general condition of schools, as they have come under my observation, there are many cheering signs and some that are not so cheering. The quality of the teaching is certainly, though perhaps slowly, improving, and this not only in places that have skilled supervision, but in some places that have not. In many of these latter places the teachers, obliged to depend on themselves, seek out, through visitation, teachers' institutes and other means, what seems to them to best meet their needs, and often develop a self-reliance and individuality that go far to make up for the lack of skilled supervision. It is also possible that in places having such supervision the teachers are sometimes too much inclined to lean on the superintendent for all the details of school work; or, perhaps, that too little freedom has been allowed them for their individual talents. The superintendent can direct the general policy of

the school, and should have full power to do so ; but there are a hundred details of method and management that must be left to the teacher, and to the teacher only, if the school is to be efficient.

It is unfortunate that in too many places the superintendent is not granted the full power that he should have, and where this is so, no matter how capable and hard-working he is, he cannot make very much improvement. For example, too many committees of towns (I have especially in mind towns in superintendency districts) keep in their own hands the selection and appointment of teachers, allowing to the superintendent the work only of instructing them. With his most progressive teachers constantly being called away from him (excepting perhaps occasionally one who will stay with him for the sake of being near home), and with half-educated and inexperienced girls coming in to take their places, the superintendent finds his task to be the task of Sisypheus. In many cases the superintendent is not even consulted in the selection of a teacher, and only knows of it when he meets the new face in the school-room. It is manifest that under these conditions but little can be accomplished in the way of permanent improvement in the teaching. Again and again the educational training of the children is sacrificed for the sake of friendship for the one to whom the position is given. I do not claim that superintendents always make good appointments, or that those made by members of the school board are invariably bad ; but, as a rule, when a teacher owes her appointment to her pastor, or family physician, or some other friend who happens to be on the school board, she is not likely to be as responsive to the instruction of the superintendent as she would be under other conditions.

The remedy for all this is to arouse public sentiment rather than to resort to law. The people of the towns where this practice that I have described prevails should be instructed that, while this is good for some one man's daughter, who wants a highly respectable position in which to earn her living for a while, it is bad for a good many people's children.

In my last report to your Honorable Board, page 327, will be found this passage: "There is undoubtedly a more con-

servative disposition manifesting itself in many sections, as will be shown, I think, in not a few superintendents' reports for the present year. It is not a retrograde sentiment, but a healthful inclination to prove what has been done before making further innovation, mingled with just doubt enough of present methods to insure close inquiry and observation."

The tendencies to which I then called attention have been even more manifest during the past year, and in addition there has been in a few respects a retracing of steps. The belief is growing that whatever may be done to make the school a place of delight to the pupils, and that whatever may be taught for their intellectual expansion in art and æsthetics, a solid foundation in some of the important utilities *must* be laid, or the result will be a very slippery educational mush. There is, too, a conviction that a good many changes in the past have been instigated by enterprising book publishers rather than by practical educators. In an era of progress like the past twenty-five years in education, when reform is in the air, it is not strange or unusual that there should be a great deal of pseudo-reformation; but in the recoil we must not give up anything that is a substantial good.

The subject in which the change of attitude is most marked is perhaps geography. While there never will, or never ought to be, a total neglect of physical geography, or at least of physiography, in the lower schools, as was quite generally the case a dozen or more years ago, the days when these features are to absorb the chief attention are about over. It has been discovered that children of the fourth and fifth grades are not as a whole hungry for the facts of physical geography, and that these facts, when studied from a text-book, can be learned just as mechanically as the names of, say, the cities of Asia, and are no more capable of arousing interest. The result of the present tendency, it seems to me, will be to postpone in a great measure the teaching of physical geography to the upper grades and the high school. If the high school course in it can be put after the course in physics, much more satisfactory and intelligent work will be accomplished.

There is also a marked tendency to postpone till the second school year the formal study of number work, and to introduce

numbers only as they come into use in reading and language. I, for one, believe this is a move in the right direction, and that results in arithmetic in the upper grades would not suffer in the least if it were entirely left out of the two lower grades. With this opinion I find many thoughtful superintendents agreeing. It is a too common fault that studies are prematurely introduced, and the child's appetite for them becomes cloyed by the age when it should be most eager.

A study that seems to have suffered very much in the changes of the past dozen or fifteen years is oral reading. This is a training that has always been exposed to great vicissitudes, ranging from neglect on the one hand to artificial, affected, dramatic recitation (miscalled reading) on the other. For the past few years it has been nearly displaced by a vast amount of silent reading, and the school readers, whose name is legion, generally contain matter that is better suited for silent reading than for training in oral reading. Oral reading necessitates training in articulation, in simple and natural modulation of the voice, and in reading intelligently at sight, or reading at least what has not been committed to memory. For the cultivation of mental alacrity and quickness of comprehension, there has never been in the schools a better training than this; and a good drill in articulation, if carried on in pure air, is more healthful than a great many features of our popular gymnastics. In these respects it is far superior to reciting memorized pieces, or to silent reading, though what is memorized has undoubtedly a more abiding influence on character. As for silent reading, we shall, I think, sometime awake to the realization that young people can read too much.

There is one thing that demands careful and immediate consideration, and that is, what the school can do to tone up the moral sentiments and to cultivate good moral habits in the scholars. Teachers everywhere have too much occasion to lament a low moral tone pervading a large part of their pupils. It is not in any one particular, but an all-round defect, so to speak, a disregard for truth and honor being perhaps the most conspicuous. If this lamentable condition exists, as it seems to, there are probably many causes for it, some of which undoubtedly are beyond the reach of the school. But there is

reason to fear that there are some causes in the school, as, for example, in carelessly guarded examinations, in prizes to stimulate rivalry, dishonest graduation exercises, and especially in athletic contests, in which the worst features of college and popular athletics are most apt to be imitated. As for the effect on young people of stimulating rivalry by prizes, I believe it is almost wholly bad. A fund for this purpose, unless the contests are most carefully managed, is liable to become a fund for the cultivation of trickery. This of course does not apply to cases where all scholars who make honest and meritorious efforts are alike rewarded.

Whatever may be the causes, the ways for correcting the unfortunate tendency should be seriously and profoundly considered. Of one thing I feel sure, —it cannot be effected by set lectures and by courses in moral philosophy and rules learned from text-books, of which there would undoubtedly be a deluge, as soon as it should become known that a moral toning up was to be started. This matter, as I have said, calls for immediate attention. Teachers should endeavor, as far as it is in their power, to remove the causes and temptations that lead to dishonest conduct, to stimulate their pupils to higher ideals and to illustrate their instruction by example.

HIGH SCHOOLS.

In October last blanks were sent to every high school in the State, soliciting information on the following points: the building, and its sanitary condition; laboratory facilities; size of reference library; estimated cost of the school; number of pupils, and how many of them came from other places; method of admission, whether by examination or certificate of promotion; number of pupils in the two grades below the high school; number in each class in the high school; number sent to higher institutions; number of teachers, length of school day, and number of sessions and recitation periods; charge for tuition to pupils from other places; and a statement of the subjects taught in the school, whether elective or not, and the amount of time, measured in recitation periods, given to each.

Replies to these questions have been received from almost every high school in the State, and will be for the most part

found tabulated at the end of this report. These tables, I think, furnish a fairly accurate means of studying high school work and comparing the high schools of the State. This is the third of what it is purposed to make a series of biennial reports of this character. The other two, in 1895 and 1897 respectively, will be found tabulated in the reports of the State Board for those years, and will furnish a broader opportunity to study changes and trends in high schools and their work during the past six years.

The tendency towards an absolute system of electives in the high school, that is, permission to pupils to elect practically all their studies by subjects, has made a little gain during the past two years, but not a great deal. Nine schools in all report this plan in operation, though most of them make their English studies required. Seven of these have adopted the plan within the last two years; but, on the other hand, some schools that reported it in operation two years ago have very much modified it, or practically returned to elective courses. About a dozen schools report a single general course, embracing a wide range of subjects, or all those usually taught in a high school, some of which are required and others elective. About twenty, mostly of the smallest high schools with but one or two teachers, but also including some of the classical high schools of the larger cities, report a single required course. All the rest report from two to six regular courses, one of which the pupils must elect. Sometimes a few electives are put into these various courses, but this seems to be a needless complication; for, if there is to be a combination of required and elective subjects, a single broad general course, partly required and partly elective, as described above, would seem to meet the case and be the logical and plain way of putting it. This plan also will do much to remedy that erroneous and harmful sentiment that narrow-minded teachers find it difficult to conceal when there are two or more courses; namely, the sentiment that one of these courses (which one it is not difficult to guess) is noble and worthy, and that the others are ignoble and unworthy.

On the whole, while the extreme policy of electives seems to have made a little progress, it is perhaps more in appearance than in reality. The weight of opinion and the teaching of

experience is towards a middle course. The idea that boys and girls of fourteen are capable of judging what studies are best for them, or that they will pursue with avidity studies they themselves have chosen, will prove in a great measure visionary, and, if carried out, as disastrous to education as the opposite extreme of absolute uniformity in school studies.

That there should be a moderate degree of option in studies allowed to high school pupils seems needful and wise, not alone on account of individual tastes and preferences, which as a rule are not very marked, but to fit them for different destinations in life, and to give variety to popular knowledge. Even if all the children of a town had exactly the same tastes, it would be a misfortune to have them educated just alike.

It is now some dozen years or more since special and strenuous efforts have been making to improve the English of high school scholars. Special teachers have been employed, and extended special courses in English have been introduced, and yet it is a moot question whether much has been gained by it all. The choicest things in English literature have been degraded into a mere language drill, with too frequently disastrous results to both the literature and language. The following sample of a recitation I have heard, will, I think, show this. The selection was "The Ancient Mariner." The pupils had "studied" Part I., and a girl began the recitation as follows:—

Pupil.—There was going to be a wedding and three men were going to it and an ancient mariner stopped one of them, and he said, "By thy long grey beard and glittering eye, why do you stop me? I am next of kin;" but he held him with his skinny hand, and he told him to take his hand off, and then he took his hand off and held him with his eye; and he told him the ship left—

Teacher.—You've left out something. [To the class.] Who can tell what she has left out? [No response.] On what did the wedding-guest sit?

Pupil.—Oh, he sat on a stone and could not help hearing; and he said the ship went out of the harbor, below the kirk, and below the lighthouse, and the sun rose every day, and then the wed—

Teacher.—How high did the sun rise?

Pupil.—It rose over the top of the mast.

Teacher.—Yes. Go on more carefully.

Pupil.—And then the wedding-guest begun to beat his breast—

And thus the recitation went on.

The teacher explained that she was doing this partly as a language exercise and partly to prepare the class for a coming examination.

This, to be sure, is an extreme case, though not a unique one. It illustrates the way in which literature is treated in a good many schools. The incidents of the selection studied are learned and drilled into the memory as if they were a series of important historical events. It is hard to understand how well-educated teachers, with any literary taste or judgment, can deceive themselves into thinking that literature treated in this way can be made to exert its proper influence on the minds and characters of the young. The teacher who gave the lesson cited above was a college graduate, and she assured me that her chief aim was to teach her pupils to like and appreciate good literature. I would recommend to teachers of literature an article in the "Atlantic Monthly," by Martha Baker Dunn, entitled "A Plea for the Shiftless Reader."

I believe that the English problem will never be satisfactorily solved till every teacher in every grade and of every subject makes it an aim to see that pupils get clear ideas and express them clearly and accurately. Many a recitation is so carelessly conducted in this respect that it is a training in bad habits of language.

Quite a number of the high schools of the State report special students. These are for the most part young people, perhaps graduates of the school. Why not open the doors to adults, even middle-aged people, as well? There must be many such in the various towns and cities who would like to improve their education by a course in something taught in the high schools, if the opportunity were given them and the practice became common. Of course they would have to come in under proper rules and regulations, and exemplary work and conduct would be required of them; but their presence would be a stimulus to the regular students and to the teachers as well, and the *morale* of the school would often be greatly improved. I believe that here is an opportunity for some high schools to make themselves more useful to the community by which they are supported. Is not the experiment worth trying?

The most marked movement in high schools during the past year or two has been the increase in business or commercial courses. A number of high schools have now good strong departments in this line of instruction, and many others have materially strengthened what they have been previously attempting. In all cases the tendency is to combine with the special business branches others that will contribute a more liberal element to the pupil's education, and help fit him for social and civic demands. As to the length of these courses, the schools are about equally divided between three and four years. While pupils taking these subjects should be allowed to attend the high school for four years if they wish, it seems to me that a three years' course of this kind is desirable. All the details of the various commercial pursuits cannot be taught in a school, however efficient the instruction may be. Much must be learned from actual business experience, and for this reason I believe that for many the fourth year would be more profitably spent in the office or in commercial employment than in the school. The four years' course for all seems to be not so much a matter of judgment as of sentiment on the part of teachers.

One marked thing about the business courses thus far established is the great difference in time allotment to the different subjects comprising them, which seems to suggest that some of them have been arranged by those who had but slight comprehension of relative values. For example, take stenography and typewriting. One cannot but think that, for a reasonable mastery of these arts, stenography would require much the greater amount of time and drill. Many schools, however, as will be seen by the tables, report an equal division of time to these subjects, varying from 200 to 480 periods to each. One school reports 300 periods for stenography and 480 for typewriting, and another 400 and 800 respectively. It is difficult to understand what the conditions are that make it necessary to give so much time to typewriting, which an ordinarily bright pupil ought to learn fairly well in from 100 to 200 periods. The following schools have, it seems to me, adopted a much more sensible division of time between these subjects: —

SCHOOLS.	Periods to Stenography.	Periods to Typewriting.
Worcester English High,	320	80
East Boston,	360	120
Malden,	380	152
Natick,	360	160
Somerville English High,	400	240
Watertown,	320	160
Melrose,	320	240
Hingham,	400	240

Fifty-eight schools report courses in trigonometry of from 40 to 100 or more periods. It is strange that more schools do not have a course in this important branch of mathematics, even if they have to reduce the time given to algebra and geometry to make room for it. As a means of correlating the algebra and geometry and illustrating their utility, of fertilizing the knowledge of these branches, so to speak, trigonometry is of the greatest value. In many cases time could easily be found for it by taking some of what is now lavished on geometry.

Two schools, the Lynn English High and the Hyde Park High, report courses in Spanish.

Of the 241 schools replying, 32 report one teacher, 59 two teachers and 37 three teachers each. These schools are the ones that present the most difficult problem. The difficulty is, however, in a great degree one of their own making. They not only attempt more than they can do well, but persist in doing it along a line that is of the least value and interest to the majority of their pupils. They too often sacrifice the majority to, I shall not say, the few who go to college, but to the vision that some time one may go. Schools with only one or two teachers have ambitious courses in Latin, Greek, French and even German, courses rivalling those of large city high schools, but have not a period to give to chemistry, botany, astronomy or any of the subjects that would help the pupils to understand and enjoy the world in which they are to live.

In the Quincy High School the school day is divided into four double periods. The following explanation by the principal, Mr. Harper, will make the plan and purpose clear:—

Our day is divided into four periods of sixty-six minutes each, in which it is intended, through individual and class work, to accomplish as much as in two daily periods of from forty to forty-five minutes each. For this reason you will find in the report two and one-half recitations per week, where under the former system five would occur. Each pupil carries four subjects, which alternate by twos on successive days.

In the returns from other places, where double periods occasionally occur, as in laboratory work, I have reduced the time to ordinary periods for convenience of comparison.

Respectfully submitted,

J. W. MACDONALD.

STONEHAM, Dec. 30, 1899.

TABLE A. — Showing Condition, Equipment, Organization and Courses of Studies of the Massachusetts High Schools as reported for October, 1899.

Abbreviations and Signs.—In the columns under "Accommodations," the abbreviation *suit.*, means suitable; *n. s.*, not suitable; *sat.*, satisfactory; *n. sat.*, not satisfactory; *lim.*, limited; *crowd.*, crowded for room, otherwise satisfactory. In the columns under "Pupils," *e* means that the number given is an estimate, the returns being defective; *s*, specials; *ex.*, admitted to the school by examination; *cer.*, by certificate, or by promotion from the school below in due course; the last two abbreviations together indicate that both methods are combined. In the columns dealing with the "Time given to Each Subject, measured in Recitation Periods," a *capital letter* indicates that the time given to the subject is included in the time given to some other subject of the same group, designated by its initial; an asterisk, *, that the subject is elective; a dagger, †, that it is partly elective; a large cross, †, that the school has a course in the subject, but the time is not given. In the columns showing "Percentage of Recitation Periods" required for different groups of subjects, courses in penmanship, physical culture and military drill are not included. For summary, see Table B. The high schools of towns whose names are in *Italics* are doing the work of about two years of high school work only.

TABLE A. — Showing Condition, Equipment, Organization and Courses of Studies of the Massachusetts High Schools as reported for October, 1899.

BARNSTABLE COUNTY.

TOWNS.	ACCOMMODATIONS.				How admitted to the High.	Number of Grades below the High.	PUPILS.										Number from Other Places.
	Building.	Sanitary Conditions.	Laboratory Facilities.	Volumes in Reference Library.			GRAMMAR SCHOOL.		HIGH SCHOOL.					Total.			
							Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.				
Barnstable.	n. s.	n. s.	poor	75	cer. ex.	9	62	36	28	17	9	15	-	69	-		
Bourne.	fair	fair	fair	125	cer. ex.	8	25	20	10	17	3	8	-	38	-		
Brewster.	poor	poor	none	75	cer. ex.	7	12	13	5	4	9	2	-	20	-		
Chatham.	sat.	n. s.	small	-	cer.	8	26	22	8	8	9	-	-	25	-		
Dennis, North.	sat.	sat.	poor	70	ex.	8	14	19	9	6	3	1	-	19	1		
Dennis, South.	n. sat.	poor	none	300	ex.	8	18	38	25	11	14	-	-	60	-		
Falmouth.	good	good	good	75	ex.	8	52	34	28	24	15	10	-	75	-		
Harwich.	poor	n. sat.	poor	300	cer.	8	35	28	19	21	10	2	-	62	-		
Orleans.	sat.	poor	poor	224	ex.	8	25	16	14	16	13	1	-	44	5		
Provincetown.	fair	fair	fair	130	cer.	9	37	63	28	19	11	11	-	67	4		
Sandwich.	fair	fair	poor	-	ex.	8	15	25	8	4	7	7	-	26	4		
Welles.	fair	fair	poor	few	cer.	9	8	3	10	3	6	-	-	19	-		
Yarmouth.	sat.	sat.	poor	500	ex.	9	20	22	19	7	7	-	-	33	-		

BERKSHIRE COUNTY.

Adams.	fair	sat.	poor	500	cer.	8	90	55	50	29	28	19	14	140
Cheshire.	sat.	sat.	poor	12	ex.	8	10	11	14	9	7	6	-	35
Dalton.	sat.	sat.	fair	35	cer.	9	45	32	23	16	11	18	-	73
Great Barrington.	sat.	sat.	good	500	cer.	8	60	48	43	53	36	31	3	166
Hinsdale.	sat.	sat.	none	40	ex.	8	29	20	10	9	3	-	-	69
														1

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 BARNSTABLE COUNTY — *Continued.*

TOWNS.	NUMBER SENT TO				TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.	
	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		COLLEGE.	Whole Number.	Normal School Graduates.	Scientific School Graduates.	College Graduates.	Number of Hours per Day.	Number of Sessions per Day.		Number of Recitation Periods per Day.
	1899.	1900.	1899.	1900.									
Barnstable.	3	1	1	-	1	1	-	-	3	5	1	6	39
Bourne.	-	1	-	-	1	2	-	-	2	5	2	8	40
Brewster.	-	1	-	-	-	2	-	-	1	5	2	9	36
Chatham.	-	-	-	-	-	1	-	-	1	6	2	12	36
Dennis, North.	1	-	1	-	2	1	-	-	1	6	2	12	36
Dennis, South.	1	3	2	1	1	1	-	-	2	5	2	6	36
Falmouth.	1	1	1	-	1	3	-	-	1	5	2	10	40
Harwich.	-	1	-	-	-	2	-	-	2	5	2	9	38
Orleans.	1	-	-	-	-	2	-	-	1	5	2	7	40
Provincetown.	3	3	-	-	-	3	-	-	1	5	2	9	40
Sandwich.	2	1	-	-	-	1	-	-	1	5	2	7	38
Wellfleet.	-	-	-	-	-	1	-	-	1	5	2	10	40
Yarmouth.	4	2	-	-	-	1	-	-	1	5	1	12	38

BERKSHIRE COUNTY — *Continued.*

TOWNS.	NUMBER SENT TO				TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.	
	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		COLLEGE.	Whole Number.	Normal Graduates.	Scientific Graduates.	College Graduates.	Number of Hours per Day.	Number of Sessions per Day.		Number of Recitation Periods per Day.
	1899.	1900.	1899.	1900.	1899.	1900.							
Adams.	6	3	-	-	2	6	1	-	4	4	1	6	40
Cheshire.	-	3	-	-	-	1	-	-	1	5	2	15	-
Dalton.	-	1	-	-	-	4	-	-	3	5	2	6	40
Great Barrington.	-	1	-	-	2	5	-	-	3	5	2	7	40
Hinsdale.	1	1	-	-	-	1	-	-	1	6	2	10	37

TABLE A.—*Showing Condition, Equipment, etc. — Continued.*
BARNSTABLE COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECITATION PERIODS.																
	ENGLISH.				SOCIOLOGY.				MATHEMATICS.				LANGUAGES.				
	Literature.	Rhetoric.	Composition.	Grammar.	History.	Civil Gov- ernment.	Political Economy.	Moral Phil- osophy.	Algebra.	Geometry.	Trigonom- etry.	Arithmetic.	Bookkeep- ing.	Latin.	Greek.	French.	German.
Barnstable,	315	195	R	R	-	59	-	-	195	195	-	-	112	702	346	312	-
Bourne,	320	C	80	40	240	*60	54	-	*221	150	-	*160	*160	*680	-	*300	-
Brewster,	180	108	180	-	216	54	-	-	230	160	138	138	36	540	-	288	-
Chatham,	90	110	60	35	180	65	60	-	180	180	180	65	65	598	-	-	-
Dennis, North,	72	*72	*72	-	180	180	-	-	180	180	55	55	-	*720	-	*324	-
Dennis, South,	180	72	72	-	270	90	-	-	234	234	36	36	-	840	-	-	-
Falmouth,	240	120	80	40	240	*120	-	-	240	200	80	80	*40	*600	*440	*480	*400
Harwich,	640	80	80	-	320	100	60	-	200	160	-	-	80	*680	*480	*480	-
Orleans,	320	80	40	-	240	78	72	-	200	280	*76	*114	76	720	*380	*418	*418
Provincetown,	*342	*152	152	C	*380	*76	*76	e52	*266	190	-	-	*76	*680	-	160	-
Sandwich,	320	40	80	C	480	60	-	-	160	160	144	-	69	560	-	-	-
Wellfleet,	150	78	114	C	114	45	-	-	114	114	78	-	69	570	-	-	-
Yarmouth,	? 396	L	L	L	360	72	-	72	144	144	-	78	78	482	*360	288	-

BERKSHIRE COUNTY — *Continued.*

Adams,	600	L	L	L	400	80	-	-	400	200	200
Cheshire,	288	216	144	-	288	90	-	-	360	360	360
Dalton,	206	80	130	-	130	130	-	-	200	200	200
Great Barrington,	640	80	160	-	160	*160	*120	*120	280	200	200
Hinsdale,	148	148	117	148	148	-	-	-	185	185	185

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 BARNSTABLE COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECREATION PERIODS.														
	SCIENCES.										ART AND MUSIC.		MISCELLANEOUS.		
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenogra-phy.	Type-writ-ing.	Other Subjects.
Barnstable.	108	36	92	60	60	42	78	108	-	156	156	-	-	-	-
Bourne.	*200	*65	*45	60	60	42	78	60	-	-	-	-	-	-	-
Brewster.	144	98	-	40	72	11	36	72	108	72	-	-	-	-	-
Chatham.	95	96	60	40	-	-	65	65	-	-	-	-	-	-	-
Dennis.	180	-	55	90	-	-	144	108	-	-	-	-	-	-	-
Dennis, North.	180	-	39	33	-	-	72	108	-	-	-	-	-	-	-
Dennis, South.	180	-	39	33	-	-	72	108	-	-	-	-	-	-	-
Falmouth.	*240	*240	*160	-	-	-	40	*120	-	-	-	-	-	-	-
Harwich.	160	80	80	-	80	-	-	80	-	160	-	-	-	-	-
Orleans.	120	120	120	72	120	-	-	-	-	-	-	-	-	-	-
Provincetown.	114	114	*60	*72	*78	*114	*42	114	-	-	304	-	-	-	-
Sandwich.	120	65	45	60	60	120	120	60	-	-	-	-	-	-	-
Wellfleet.	152	78	36	69	36	45	-	76	-	-	144	-	-	-	-
Yarmouth.	144	-	72	72	72	-	72	-	72	288	288	288	-	-	-

BERKSHIRE COUNTY — Continued.															
Adams.	*280	*280	120	*52	*52	*80	-	*52	80	+240	-	-	-	-	-
Cheshire.	144	180	60	45	45	36	-	-	-	-	-	-	-	*130	-
Dalton.	130	-	-	-	-	80	-	-	-	160	200	-	*200	*240	-
Great Barrington.	*200	*360	*200	*80	*120	*160	*120	*120	-	*80	*160	-	-	-	-
Hinsdale.	-	-	-	-	-	-	-	148	-	185	185	-	-	-	-

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 BARNSTABLE COUNTY — *Concluded.*

TOWNS.	No. of Recitation Periods per Year required by the Courses of Studies.	No. of Recitations per Year the Teaching Force can bear.	Length in Years of Courses of Studies.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR						Principal, September, 1899.	
				English.	Sociology.	Mathematics.	Languages.	Sciences.	Art and Music.		Miscellaneous.
Barnstable, .	3,109	3,510	4 ³	16 $\frac{1}{2}$	1 $\frac{1}{2}$	16	44	12	10	-	Louis M. Boody.
Bourne, .	2,975	2,400	4 ³	14 $\frac{1}{2}$	12	23 $\frac{1}{2}$	29 $\frac{1}{2}$	20 $\frac{1}{2}$	-	-	H. L. Whitman.
Brewster, .	2,668	3,240	4 ³	17 $\frac{1}{2}$	10	21	31 $\frac{1}{2}$	17	3	-	F. C. Stewart.
Chatham, .	2,214	2,160	4 ³	13	14	23	27	23	-	-	F. G. Getchell.
Dennis, North, .	3,102	2,160	3 ³	7	12	14	49	18	-	-	Levi P. Wyman.
Dennis, South, .	2,160	2,160	3 ³	15	16 $\frac{1}{2}$	23 $\frac{1}{2}$	25	20	-	-	Wellington Hodgkins.
Falmouth, .	4,120	3,600	4 ³	11 $\frac{1}{2}$	9	13 $\frac{1}{2}$	46 $\frac{1}{2}$	19 $\frac{1}{2}$	-	-	Leland B. Lane.
Harwich, .	3,440	4,000	3 ⁴	23	14	10 $\frac{1}{2}$	34	14	4 $\frac{1}{2}$	-	Herman N. Knox.
Orleans, .	3,010	3,600	3 ⁴	14 $\frac{1}{2}$	13	18 $\frac{1}{2}$	38	16	-	-	F. E. Sanborn.
Provincetown, .	4,808	4,170	4 ³	13	12	15	39 $\frac{1}{2}$	14 $\frac{1}{2}$	6	-	Ira A. Jenkins.
Sandwich, .	2,770	2,800	4 ³	16	14	14	26	24 $\frac{1}{2}$	-	-	Frederic S. Pope, Jr.
Wellsfleet, .	1,948	1,900	3 ³	17	19 $\frac{1}{2}$	20	30	25	-	-	John Rankin.
Yarmouth, .	3,212	2,400	3 ⁴	12 $\frac{1}{2}$	16 $\frac{1}{2}$	14	34	15	9	-	Edward F. Peirce.

BREKSHIRE COUNTY — *Continued.*

Adams, .	6,216	7,200	5	11 $\frac{1}{2}$	8 $\frac{1}{2}$	15 $\frac{1}{2}$	40 $\frac{1}{2}$	19	5	-	John C. Hull.
Cheshire, .	2,976	3,000	4 ³	21 $\frac{1}{2}$	12 $\frac{1}{2}$	30	24	12	-	-	Miss C. M. Allen.
Dalton, .	4,510	4,800	4 ³	9	18	44	11	8	7	-	H. M. Thayer.
Great Barrington, .	6,620	7,000	4 ³	13 $\frac{1}{2}$	8 $\frac{1}{2}$	13	35	21	3 $\frac{1}{2}$	5 $\frac{1}{2}$	George R. Pinkham.
Hinsdale, .	2,018	2,000	3 ³	23 $\frac{1}{2}$	7 $\frac{1}{2}$	27 $\frac{1}{2}$	14 $\frac{1}{2}$	7 $\frac{1}{2}$	19 $\frac{1}{2}$	-	Geo. J. Walsh.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 BRISTOL COUNTY — *Continued.*

TOWNS.	ACCOMMODATIONS.				Number of Grades below the High.	How admitted to the High.	PUPILS.										Number Other Places.
	Building.	Sanitary Conditions.	Laboratory Facilities.	Volumes in Reference Library.			GRAMMAR SCHOOL.		HIGH SCHOOL.					Total.			
							Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.				
Lee.	sat.	sat.	fair	50	9	ex.	23	17	37	26	15	16	-	94	5		
Lenox.	sat.	sat.	poor	200	8	cer.	-	-	26	14	9	10	-	59	6		
North Adams.	n. sat.	poor	good	200	9	cer.	-	-	97	60	42	28	16	243	11		
Pittsfield.	sat.	-	good	500	9	ex.	174	102	95	74	33	42	-	244	11		
Sheffield.	sat.	sat.	none	30	9	ex.	9	18	13	15	11	-	-	39	-		
Stockbridge.	sat.	sat.	fair	200	8	cer.	31	29	19	20	11	8	-	68	-		
Williamstown.	sat.	sat.	fair	100	9	cer.	30	20	34	19	14	11	-	78	1		
BRISTOL COUNTY.																	
Attleborough.	sat.	sat.	fair	550	8	ex.	121	94	56	40	12	18	-	126	8		
Dartmouth, South.	poor	sat.	none	few	8	ex.	32	23	4	8	2	-	-	14	-		
Dartmouth, High.	sat.	sat.	poor	-	8	ex.	-	-	5	2	-	-	-	7	1		
Dartmouth, North.	sat.	sat.	poor	-	8	ex.	-	-	7	3	7	-	-	17	2		
Easton.	sat.	sat.	fair	100	9	ex.	70	56	41	25	18	21	-	105	5		
Fairhaven.	sat.	fair	fair	-	9	cer.	30	31	40	8	11	8	-	67	6		
Fall River.	sat.	fair	n. sat.	1,350	9	cer.	414	328	225	156	154	103	-	638	-		
Mansfield.	sat.	sat.	n. sat.	40	9	ex.	66	39	37	24	7	2	-	70	2		
New Bedford.	good	good	poor	4,010	9	cer.	314	217	138	124	66	62	-	390	13		
North Attleborough.	fair	n. sat.	poor	700	9	cer.	112	64	33	27	11	19	-	90	2		
Taunton.	n. sat.	sat.	fair	-	9	cer.	205	201	58	41	32	28	-	159	11		
Westport.	n. sat.	poor	none	-	8	ex.	21	29	6	6	-	-	-	12	1		

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
BERKSHIRE COUNTY — *Continued.*

TOWNS.	NUMBER SENT TO				TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.	
	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		Whole Number.	Normal School Graduates.	Scientific School Graduates.	College Graduates.	Number of Hours per Day.	Number of Sessions per Day.	Number of Recitation Periods per Day.		
	1898.	1899.	1898.	1899.									
													COLLEGES.
		1898.	1899.	1898.	1899.								
Lee,	2	1	-	-	1	1	24	-	3	54	2	3	40
Lenox,	-	1	-	-	1	1	3	-	3	5	2	7	40
North Adams,	9	4	2	-	12	8	8	1	6	5	1	6	40
Pittsfield,	4	6	4	4	5	5	7	2	5	5	1	6	40
Sheffield,	1	1	-	-	-	-	1	-	1	6	2	9	-
Stockbridge,	3	1	-	-	-	-	3	2	1	6	1	7	40
Williamstown,	3	2	-	-	3	3	3	-	3	43	2	6	40
BRISTOL COUNTY — Continued.													
Attleborough,	3	2	-	-	9	2	5	-	5	5	1	6	40
Dartmouth, South,	-	-	-	-	-	-	1	-	1	54	2	14	36
Dartmouth, High,	-	-	-	-	-	-	1	-	1	24	2	6	36
Dartmouth, North,	-	-	-	-	-	-	1	-	-	4	2	11	36
Easton,	2	1	-	-	5	3	3	2	11	5	1	8	40
Fairhaven,	-	-	-	-	10	23	23	4	11	44	1	5	40
Fall River,	17	17	3	6	-	3	3	-	3	54	2	7	40
Mansfield,	1	1	-	2	10	8	14	4	5	5	1	6	40
New Bedford,	-	1	-	1	1	3	4	2	3	5	1	6	40
North Attleborough,	5	1	3	3	4	4	11	-	8	6	2	8	40
Taunton,	4	5	3	3	5	4	1	-	1	6	1	6	40
Westport,	-	-	-	-	-	-	1	-	1	6	2	8	36

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 BEEKSHIRE COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECITATION PERIODS.														
	SCIENCES.								ART AND MUSIC.		MISCELLANEOUS.				
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenography.	Type-writing.	Other Subjects.
Lee,	200	-	80	60	60	80	120	80	-	-	-	-	200	200	40
Lenox,	120	120	80	-	120	-	80	80	-	-	160	-	200	200	-
North Adams,	198	195	95	-	-	195	100	80	-	312	166	-	160	160	-
Pittsfield,	112	112	52	140	65	25	65	65	-	280	160	-	125	160	-
Sheffield,	-	-	100	-	100	-	100	100	-	-	-	-	140	8	-
Stockbridge,	200	-	95	-	-	70	-	-	-	-	160	-	-	-	-
Williamstown,	200	200	65	65	-	-	-	-	-	-	-	-	-	-	-
BRISTOL COUNTY — Continued.															
Attleborough,	160	168	96	48	60	-	-	64	-	120	160	-	-	-	-
Dartmouth, South,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dartmouth High,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dartmouth, North,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Easton,	206	112	80	80	60	80	80	90	-	120	160	-	-	-	48
Fairhaven,	240	200	48	112	112	64	80	112	-	-	160	-	-	-	-
Fall River,	200	160	80	80	80	160	80	160	120	640	160	-	240	-	210
Mansfield,	200	140	60	60	80	40	60	60	-	320	480	-	240	-	-
New Bedford,	120	200	40	120	-	40	80	80	-	440	160	-	280	80	40
North Attleborough,	240	160	120	-	-	-	86	100	-	200	240	-	+	+	-
Taunton,	600	200	100	96	72	36	80	100	-	40	160	-	-	-	80
Westport,	144	-	60	-	-	-	24	96	-	160	-	-	-	-	-

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 BERKSHIRE COUNTY — *Concluded.*

TOWNS.	No. of Recitation Periods per Year Required by the Courses of Studies.	No. of Recitations per Year the Teaching Force can hear.	Length in Years of Courses of Studies.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR							Principal, September, 1899.
				English.	Sociology.	Mathematics.	Languages.	Sciences.	Art and Music.	Miscellaneous.	
Lee,	4,000	4,000	4, 3	10½	12½	10	50	17	-	-	J. D. Seacord.
Lenox,	6,400	4,200	3, 4½	13	7½	13	45	11	3	7½	L. M. Rowland.
North Adams,	6,047	9,600	4, 3	13½	12½	15	38½	13	7½	6½	Herbert H. Gadaby.
Pittsfield,	4,871	8,400	2, 4½	9	5½	19	37½	13½	9	-	Charles A. Byram.
Stockbridge,	-	-	3, 3	-	-	-	-	-	-	-	William Ellis.
Williamstown,	3,800	4,200	4, 4	16	13	14½	37	16	-	3½	Alfred W. Rogers.
	4,300	3,600		14	4½	18½	46½	14	2½	-	-
BRISTOL COUNTY — <i>Concluded.</i>											
Attleborough,	4,090	6,000	4, 3	16	8½	14½	36	14½	10½	-	Wilbur D. Gilpatrick.
Dartmouth, South,	-	-	3	-	-	-	-	-	-	-	T. R. Hawley.
Dartmouth, High,	-	-	3	-	-	-	-	-	-	-	F. A. Kennedy.
Dartmouth, North,	-	-	3	-	-	-	-	-	-	-	T. E. Dexter.
Easton,	3,290	3,600	4, 3	10½	9	17½	30½	23	9½	-	M. C. Lamprey.
Fairhaven,	3,348	4,800	4, 2	10½	9	14	34	28	4½	-	Will A. Charles.
Fall River,	8,280	23,000	4, 4	7½	7	13½	30	15	9½	17½	Charles C. Ramsay.
Mansfield,	4,820	4,200	4, 3	16½	11	11½	38½	13½	10	-	George W. Stone.
New Bedford,	6,040	16,800	3, 4	13	7	16	38	9	10	6½	Wilson R. Butler.
North Attleborough,	4,760	4,800	Gen.	13½	7½	16	39½	14	9½	-	James W. Brehaut.
Taunton,	5,860	13,200	4, 4	11½	6½	13	44	20	3½	-	J. P. Swinerton.
Westport,	2,222	1,600	3	14½	10½	25	19½	23½	7	-	Alexander Scott.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
DUKES COUNTY.

TOWNS.	ACCOMMODATIONS.				Number of Grades below the High.	How Admitted to the High.	PUPILS.										Number from Other Places.
	Building.	Sanitary Conditions.	Laboratory Facilities.	Volumes in Reference Library.			GRAMMAR SCHOOL.		HIGH SCHOOL.					Total.			
							Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.				
Cottage City,	sat.	fair	small	80	9	cer.	11	6	4	5	-	5	-	14			
Edgartown,	fair	fair	small	50	9	cer.	8	9	14	4	2	4	-	24			
Thibury,	fair	fair	small	-	9	cer.	13	6	13	5	8	3	-	29			
West Tisbury,	sat.	sat.	none	25	9	cer.	8	-	3	1	-	-	-	4			
Essex County.																	
Amesbury,	sat.	sat.	fair	100	8	cer.	87	79	76	39	18	18	-	151			
Andover,	fair	fair	good	475	9	cer.	71	55	36	28	15	14	-	93			
Beverly,	fair	fair	excl.	450	9	cer.	-	-	81	65	60	33	-	229			
Danvers,	sat.	sat.	excl.	300	9	ex.	120	90	76	55	45	35	-	210			
Essex,	sat.	sat.	small	200	8	cer.	-	-	5	16	13	6	-	40			
Georgetown,	n. sat.	poor	none	50	8	cer.	36	30	27	18	11	-	-	56			
Gloucester,	sat.	sat.	good	3,000	9	cer.	224	192	156	112	99	55	-	422			
Groveland,	sat.	fair	small	50	8	cer.	43	30	15	17	10	9	2	53			
Haverhill,	fair	fair	good	60	9	cer.	205	203	172	111	84	51	-	418			
Haverhill, Bradford,	n. sat.	fair	small	625	9	cer.	31	46	12	33	5	13	-	63			
Ipswich,	n. sat.	n. sat.	poor	40	9	ex.	-	-	27	18	14	12	-	71			
Lawrence,	n. s.	n. s.	poor	small	8	cer.	582	348	218	148	79	89	-	534			
Lynn, Classical,	sat.	sat.	good	600	9	cer.	629	446	100	77	60	58	-	285			
Lynn, English,	sat.	sat.	good	350	9	-	629	446	212	150	129	34	-	625			

1 Funchard Free School.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 DUKES COUNTY — *Continued.*

TOWNS.	NUMBER SENT TO				TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.
	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		Whole Number.	Normal School Graduates.	Scientific School Graduates.	College Graduates.	Number of Hours per Day.	Number of Sessions per Day.	Number of Recitation Periods per Day.	
	1898.	1899.	1898.	1899.								
Cottage City,	.	1	3	-	14	1	-	2	6 1/2	2	10	36
Edgartown,	.	-	-	-	14	-	-	2	6 1/2	2	11	36
Tisbury,	.	1	-	-	14	-	-	1	6 1/2	2	10	36
West Tisbury,	.	-	-	-	1	-	-	1	6 1/2	2	7	36

ESSEX COUNTY — *Continued.*

Amesbury,	.	2	3	2	-	3	4	6	1	-	5	2	6	40
Andover,	.	1	3	-	3	1	4	4	1	-	1	1	6	40
Beverly,	.	5	6	3	1	16	5	9	1	-	1	1	6	40
Danvers,	.	2	5	-	-	-	-	6	1	-	1	1	6	40
Essex,	.	-	-	-	-	-	-	2	1	-	2	2	8	36
Georgetown,	.	1	1	-	4	-	16	2	2	-	1	1	6	40
Gloucester,	.	4	3	11	-	-	12	14	2	-	1	1	6	40
Groveland,	.	2	1	-	-	-	13	2	1	-	1	1	6	40
Haverhill,	.	4	7	3	3	8	8	15	1	-	1	1	6	40
Haverhill, Bradford,	.	2	-	-	-	1	1	4	1	-	1	1	6	40
Ipswich,	.	2	6	-	1	-	13	3	3	-	2	2	8	40
Lawrence,	.	6	6	4	2	16	13	19	1	-	1	1	6	40
Lynn, Classical,	.	5	2	4	3	15	24	12 1/2	5 1/2	1	1	1	6	40
Lynn, English,	.	3	6	4	6	-	1	19	6	1	1	1	6	40

TABLE A.—*Showing Condition, Equipment, etc. — Continued.*
 DUKES COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECITATION PERIODS.												
	SCIENCE.						ART AND MUSIC.			MISCELLANEOUS.			
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenography.
Cottage City,	108	72	54	54	54	-	-	-	-	288	288	-	-
Edgartown,	108	72	54	54	54	-	-	-	-	288	288	-	-
Tisbury,	108	72	54	54	54	-	-	-	-	288	288	-	-
West Tisbury,	72	72	108	-	108	-	-	-	-	-	-	-	-

ESSEX COUNTY — <i>Continued.</i>													
Amesbury,	+240	*280	40	*86	*80	40	40	120	-	-	-	-	80
Andover,	*286	*148	*88	*120	*120	-	*66	*52	-	*74	-	-	74
Beverly,	120	120	*160	*120	*120	-	*120	120	-	160	-	200	200
Danvers,	*200	*160	*80	-	-	-	-	-	-	-	-	200	-
Essex,	72	72	72	72	-	-	25	50	-	-	160	196	-
Georgetown,	200	200	60	48	-	-	48	64	-	40	160	-	-
Gloucester,	186	186	186	186	88	-	83	83	-	200	160	-	-
Groveland,	160	100	120	60	80	-	20	80	-	40	160	-	-
Haverhill,	160	200	80	80	80	-	80	80	-	320	160	640	-
Haverhill, Bradford,	*200	200	-	80	-	-	-	60	-	*160	*160	-	240
Ipswich,	*160	142	142	48	112	-	-	-	200	*160	160	-	-
Lawrence,	160	160	65	60	65	-	50	-	-	160	320	-	200
Lynn, Classical,	240	240	80	80	80	-	80	-	-	160	160	-	-
Lynn, English,	+160	200	80	80	80	80	60	80	60	+320	160	720	860

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 DUKES COUNTY — *Concluded.*

TOWNS.	No. of Recitation Periods per Year required by the Courses of Studies.	No. of Recitations per Year the Teaching Force can bear.	Length in Years of Courses of Studies.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR						Principal, September, 1899.
				English.	Sociology.	Mathematics.	Languages.	Sciences.	Art and Music.	Miscellaneous.
Cottage City,	3,650	2,600	4	14	10½	19	31½	9	16	-
Edgartown,	3,650	2,600	4	14	10½	19	31½	9	16	Miss Mertie Maxim.
Thibury,	3,650	1,800	4	14	10½	19	31½	9	16	Lewis Fales.
West Nybury,	1,834	1,260	4	16½	21½	24	19½	19½	-	-

Essex County — <i>Continued.</i>										
TOWNS.	No. of Recitation Periods per Year required by the Courses of Studies.	No. of Recitations per Year the Teaching Force can bear.	Length in Years of Courses of Studies.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR						Principal, September, 1899.
				English.	Sociology.	Mathematics.	Languages.	Sciences.	Art and Music.	Miscellaneous.
Amesbury,	4,640	7,200	4	15½	12	18	34½	18	-	Forrest Brown.
Andover,	4,276	4,800	4	10½	10½	19½	39	19	-	Frank O. Baldwin.
Beverly,	5,240	9,000	3, 4	14½	7½	20	33	19	6	Benjamin S. Hurd.
Danvers,	4,900	7,200	2, 3, 4	12½	6	24½	37½	9	3½	E. Jay Powers.
Essex,	3,221	2,880	4	16½	11½	20	42	11	-	Wesley S. Goodwin.
Georgetown,	2,720	2,400	3, 4	13	7½	21	28	23	7½	-
Gloucester,	7,344	16,800	2, 4	14	8	13½	40	5	5½	A. W. Bachelor.
Groveland,	2,980	3,200	3, 4	15	8½	15½	32½	18½	7	-
Haverhill,	6,130	16,000	4	11½	6½	14½	33½	12½	8	Clarence E. Kelley.
Haverhill, Bradford,	4,280	4,800	4	14	10½	13	48	11	3½	Frank P. Morse.
Ipswich,	4,010	4,800	3, 4	16	16	16	43½	10	7½	John P. Marton.
Lawrence,	6,490	22,800	4	11	8½	18	37	15	7½	James D. Horne.
Lynn, Classical,	5,200	12,600	4	9½	7½	16½	46	16½	6	Eugene D. Russell.
Lynn, English,	6,378	20,000	3, 4	10	7½	17	22	19	7½	Charles S. Jackson.

TABLE A. — *Showing Condition, Equipment, etc. — Continued*
 Essex County — *Continued.*

TOWNS.	ACCOMMODATIONS.				How admitted to the High.	PUPILS.						Number from Other Places		
	Building.	Sanitary Condi- tions.	Laboratory Fa- cilities.	Volumes in Ref- erence Library.		GRAMMAR SCHOOL.		HIGH SCHOOL.						
						Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.		Fifth Year.	Total.
Manchester,	sat.	sat.	good	160	9	cer.	21	14	8	5	13	-	42	
Marblehead,	n. s.	n. s.	fair	200	9	cer.	84	79	46	36	12	-	143	
Merrimac,	poor	poor	poor	20	9	cer.	28	47	19	13	7	-	64	
Methuen,	-	-	-	-	-	-	-	-	-	-	-	-	-	
Nahant,	sat.	sat.	poor	85	9	ex.	7	3	8	5	3	-	23	
Newbury, ¹	sat.	sat.	small	300	-	ex.	-	-	5	3	3	-	27	
Newburyport,	n. s.	n. s.	fair	100	9	cer. ex.	96	70	66	47	60	-	304	
North Andover,	fair	fair	fair	100	9	cer. ex.	60	60	32	24	10	-	83	
Peabody,	n. s.	n. s.	poor	75	9	cer.	113	122	76	12	17	2	153	
Rockport,	n. s.	n. s.	poor	330	8	cer.	59	55	26	13	8	-	82	
Salem,	poor	poor	poor	1,500	9	cer.	246	212	141	94	80	-	460	
Saugus,	sat.	sat.	poor	275	9	cer.	60	60	37	28	17	8	90	
Swampscott,	n. s.	def.	fair	225	8	cer.	48	44	20	17	7	-	79	
Topshfield,	sat.	sat.	small	25	8	ex.	11	7	11	12	12	-	35	
West Newbury,	poor	poor	none	300	9	ex.	25	19	5	9	-	-	22	
FRANKLIN COUNTY.												-		
Ashfield, ²	sat.	sat.	poor	5,000	8	ex.	18	16	11	10	4	-	36	
Barnardston, ³	fair	fair	poor	150	9	cer. ex.	18	8	15	9	5	-	39	
Conway,	sat.	n. s.	none	100	9	ex.	14	9	7	2	6	2	28	
Department in Dummer Academy												-		
Sanderson Academy.												-		
Powers Institute.												-		

FRANKLIN COUNTY.

Ashfield, ²	sat.	sat.	poor	5,000	8	ex.	18	16	11	10	4	-	36
Barnardston, ³	fair	fair	poor	150	9	cer. ex.	18	8	15	9	5	-	39
Conway,	sat.	n. s.	none	100	9	ex.	14	9	11	2	6	2	28

¹ Department in Dummer Academy.² Sanderson Academy.³ Powers Institute.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
Essex County — Continued.

TOWNS.	NUMBER SENT TO				TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.
	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		Whole Number.	Normal School Graduates.	Scientific School Graduates.	College Graduates.	Number of Hours per Day.	Number of Sessions per Day.	Number of Recitation Periods per Day.	
	1898.	1899.	1898.	1899.								
Manchester,	1	2	1	1	3	2	—	3	6	1	6	40
Marblehead,	1	—	—	—	6	—	—	2	4½	1	6	40
Merrimac,	2	—	2	—	3	—	—	3	6	2	6	40
Methuen,	—	—	—	—	3	—	—	3	6	—	6	40
Nahant,	—	—	—	—	2	—	—	2	6	1	7	35
Newbury,	—	—	—	—	9	1	—	8	5	—	—	—
Newburyport,	3	2	7	4	4	1	—	1	6	1	6	40
North Andover,	3	1	4	5	6	1	—	6	6	1	6	40
Peabody,	2	2	4	5	2	1	—	1	6	1	7	38
Rockport,	—	3	—	—	18	8	—	13	4½	1	9	40
Salem,	4	6	3	4	4	—	—	4	4½	1	6	40
Saugus,	1	1	—	—	4	—	—	2	4½	1	6	40
Swampscott,	—	—	—	—	2	—	—	2	4½	1	6	40
Topsfield,	—	6	—	—	2	—	—	1	5½	—	7	40
West Newbury,	—	—	—	—	1	—	—	1	5	1	11	38

FRANKLIN COUNTY — *Continued.*

Ashfield,	—	2	2	1	1	2	—	2	6	2	9	40
Barnardston,	—	—	—	—	2	2	—	2	6 ¹ ₂	2	8	36
Conway,	—	—	—	—	—	2	—	1	6 ¹ ₂	2	8	36

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
Essex County — *Continued.*

TIME GIVEN TO EACH STUDY, MEASURED IN RECITATION PERIODS.																	
TOWNS.	ENGLISH.				SOCIOLOGY.				MATHEMATICS.				LANGUAGES.				
	Literature.	Rhetoric.	Composition.	Grammar.	History.	Civil Gov- ernment.	Political Economy.	Moral Philosophy.	Algebra.	Geometry.	Trigonom- etry.	Arithmetic.	Bookkeep- ing.	Latin.	Greek.	French.	German.
Manchester,	400	200	200	-	400	100	100	-	200	200	-	-	-	800	600	-	-
Marblehead,	240	100	160	40	+300	+100	+100	-	+320	+280	-	+200	+200	+300	+600	+400	+400
Merrimac,	240	280	-	-	360	680	-	-	220	260	-	+64	+60	+720	+820	360	+120
Nethen,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nahant,	260	75	-	-	140	55	-	-	185	185	-	75	-	740	370	-	-
Newbury,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Newburyport,	640	L	L	L	320	+60	+60	-	280	+400	-	+40	+40	+800	+600	+480	+200
North Andover,	360	L	80	-	200	60	-	-	260	320	60	80	80	800	600	360	120
Peabody,	+320	60	+80	-	+200	100	100	-	+320	+260	100	-	-	800	600	400	120
Rockport,	285	65	65	190	190	90	-	-	240	190	70	200	120	780	520	480	320
Salem,	640	L	L	L	+560	+160	+80	-	360	360	120	96	160	800	480	480	-
Saugus,	360	120	120	-	240	160	160	-	+280	+240	-	-	-	640	480	480	-
Swampscott,	560	L	L	L	360	120	120	-	240	260	-	80	+200	+640	+320	+320	-
Topsheld,	400	L	-	-	240	-	-	-	160	120	-	-	-	480	320	240	-
West Newbury,	96	96	96	-	72	48	-	-	192	192	-	-	-	288	288	-	-
Ashfield,	440	160	220	200	400	60	60	-	200	300	60	200	60	800	600	600	+400
Barnardston,	144	144	144	36	180	60	-	-	220	180	-	-	72	700	520	+340	-
Conway,	252	84	36	60	228	120	-	-	180	180	-	60	120	720	360	-	360

FRANKLIN COUNTY — Continued.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 ESSEX COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECITATION PERIODS.														
	SCIENCES.								ART AND MUSIC.			MISCELLANEOUS.			
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenography.	Typewriting.	Other Subjects.
Manchester,	100	200	100	100	100	100	100	100	-	*100	160	-	480	480	-
Marblehead,	*200	200	*100	-	-	-	-	*100	-	80	200	-	-	-	-
Merrimac,	*200	*200	*60	*60	*60	*60	20	*80	-	-	80	-	-	-	-
Methuen,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nahant,	130	55	130	75	55	-	75	55	-	111	111	-	-	-	111
Newbury,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Newburyport,	*120	*120	40	-	60	-	40	-	-	160	160	-	-	-	-
North Andover,	160	200	60	-	-	-	60	40	-	160	160	-	-	-	-
Peabody,	300	200	100	100	100	-	38	100	-	160	160	-	-	-	-
Rockport,	180	190	70	190	190	-	-	Geol.	-	-	160	-	-	-	-
Salem,	400	160	100	80	80	100	48	-	-	+120	160	-	200	200	80
Saugus,	112	120	48	80	80	-	-	-	-	+120	160	-	*240	*120	-
Swampscott,	*240	*160	*80	*160	-	-	-	*80	-	-	*320	-	-	-	-
Topsfield,	120	120	60	-	60	-	48	24	-	108	-	-	-	-	-
West Newbury,	96	72	-	-	-	-	-	-	-	-	-	-	-	-	-
FRANKLIN COUNTY — Continued.															
Ashfield,	200	75	100	70	60	-	60	70	-	200	-	-	-	-	680
Barnardston,	144	120	60	60	60	-	60	105	-	-	144	-	-	-	-
Conway,	180	-	84	-	-	60	120	120	-	-	-	-	-	-	-

TABLE A. — *Showing Condition, Equipment, etc. — Continued*
 Essex County — *Concluded.*

TOWNS.	No. of Recitation Periods per Year required by the Courses of Studies.	No. of Recitations per Year the Teaching Force can bear.	Length in Years of Courses of Studies.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR						Principal, September, 1899.
				English.	Sociology.	Mathematics.	Languages.	Sciences.	Art and Music.	Miscellaneous.
Manchester,	5,060	3,600	4 ^a	16	12	8	43	16	5	-
Marblehead,	5,920	7,200	4 ^a	9	8 ¹	17	36	10	3 ¹	16
Merrimac,	4,004	3,600	3, 4 ^a	13	11	16	40	19	2	-
Methuen,	-	-	-	-	-	-	-	-	-	-
Nahant,	3,298	2,800	4 ^a	10	5 ¹	14	44	17	6	3 ¹
Newbury,	-	-	4 ^a	-	-	-	-	-	-	-
Newburyport,	4,620	10,800	4 ^a	14	9 ¹	16 ¹	45	8	7	-
North Andover,	4,220	4,800	4 ^a	10 ¹	6	19	44 ¹	12 ¹	7 ¹	-
Peabody,	4,640	6,000	4 ^a	10	9	16	42 ¹	20	3 ¹	-
Rockport,	3,285	2,800	4 ^a	18	18 ¹	19	23 ¹	26 ¹	4 ¹	-
Salem,	6,560	18,000	4 ^a	12	12	22	37 ¹	14	2 ¹	7 ¹
Saugus,	4,244	4,800	3, 4 ^a	14	13	18 ¹	37 ¹	11 ¹	6 ¹	-
Swampscott,	5,040	4,800	4 ^a	11	12	14 ¹	36	14 ¹	9	-
Topshfield,	2,620	2,800	3, 4 ^a	16	9 ¹	19	41 ¹	14	6 ¹	7
West Newbury,	1,616	2,090	3	19	8	25 ¹	26	16	6 ¹	-

FRANKLIN COUNTY — *Continued.*

Ashfeld,	6,175	3,600	3, 4 ^a	17	8 ¹	13 ¹	36 ¹	10 ¹	3	11
Barnardston,	3,783	2,890	4 ^a	12 ¹	6 ¹	12 ¹	48	16 ¹	4	-
Conway,	3,310	2,890	4, 5 ^a	13	10 ¹	16	43 ¹	17	-	-

Orren Henry Smith.
 E. E. Sawyer.
 Cora F. Keith.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
FRANKLIN COUNTY — *Continued.*

TOWNS.	ACCOMMODATIONS.				How admitted to the High.	Number of Grades below the High.	PUPILS.						Number from Other Places.				
	Building.	Sanitary Conditions.	Laboratory Facilities.	Volumes in Reference Library.			GRAMMAR SCHOOL.		HIGH SCHOOL.								
							Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.	Total.			
Deerfield,	-	-	-	176	car.	9	62	61	74	49	-	35	8	-	196	44	
Greenfield,	sat.	-	fair	125	car.	8	21	26	8	11	10	6	-	-	34	6	
Montague, Centre,	sat.	sat.	good	50	ex.	8	50	45	13	7	13	14	-	-	47	10	
Monroe, Turner's Falls,	n. s.	poor	poor	200	car. ex.	-	-	-	11	5	15	5	-	-	36	21	
New Salem, ¹	fair	poor	small	75	car.	9	76	56	60	40	25	25	-	-	150	27	
Orange,	sat.	sat.	fair	300	car.	9	18	20	45	18	13	17	-	-	93	21	
Shelburne, ²	sat.	sat.	small	300	car.	9	18	20	45	18	13	17	-	-	93	27	
HAMPDEN COUNTY.																	
Brimfield, ³	-	-	-	1,500	car.	-	71	69	56	37	-	31	18	-	142	-	
Chicopee,	crowd.	sat.	good	1,700	car.	-	212	186	200	170	-	92	59	-	536	7	
Holyoke,	sat.	excl.	excl.	-	car.	12	8	9	5	3	6	6	4	15	18	8	
Ludlow,	n. s.	n. s.	poor	2,100	car.	9	49	39	19	33	30	20	4	-	102	6	
Monson, ⁴	sat.	sat.	good	500	car.	9	40	35	33	17	15	13	13	-	82	25	
Palmer,	sat.	n. s.	good	400	car.	9	453	356	214	167	124	116	17	638	688	26	
Springfield,	excl.	excl.	excl.	900	car.	9	124	97	92	48	39	19	8	204	204	21	
Westfield,	sat.	sat.	good	700	car.	9	58	45	42	43	27	17	-	130	130	28	
West Springfield,	crowd.	sat.	good	700	car.	9	58	45	42	43	27	17	-	130	130	28	
1 New Salem Academy. 2 Arms Academy. 3 Hitchcock Free Academy. 4 Monson Academy.																	

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*FRANKLIN COUNTY — *Continued.*

TOWNS.	NUMBER SENT TO						TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.
	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		COLLEGES.		Whole Number.	Normal School Graduates.	Scientific School Graduates.	College Graduates.	Number of Hours per Day.	Number of Sessions per Day.	Number of Recitation Periods per Day.	
	1898.	1899.	1898.	1899.	1898.	1899.								
Deerfield,	3	3	—	—	—	—	6	—	—	—	6½	2	8	40
Greenfield,	2	1	—	2	—	3	3	—	—	—	5½	2	8	38
Montague, Centre,	2	4	—	—	—	4	4	—	—	—	5	1	7	38
Montague, Turner's Falls,	—	—	—	—	—	1	4	—	—	—	6½	2	8	38
New Salem,	—	—	—	—	—	1	5	—	—	—	6	2	7	39
Orange,	—	—	—	—	—	3	5	—	—	—	6	2	8	39
Shelburne,	—	—	—	—	—	2	5	—	—	—	6½	2	8	38

HAMPDEN COUNTY — *Continued.*

Brimfield,	—	—	—	—	—	—	—	—	5	—	—	40
Chicopee,	14	15	—	—	28	—	—	—	5	—	3	40
Holyoke,	—	2	—	9	2	—	—	1	5	—	7	40
Indow,	—	—	—	—	2	—	—	1	5½	—	6	40
Monson,	—	—	—	8	6	—	—	—	5½	—	6	40
Palmer,	—	—	—	—	4	—	—	—	5	—	6	40
Springfield,	8	10	—	—	29	—	—	1	5	—	1	40
Westfield,	2	3	—	32	8	—	—	6	5	—	1	40
West Springfield,	3	1	—	9	5	—	—	—	4½	—	6	40
				2				4				

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*FRANKLIN COUNTY — *Continued.*

TIME GIVEN TO EACH STUDY, MEASURED IN REGISTRATION PERIODS.															
TOWNS.	SCIENCES.										ART AND MUSIC.		MISCELLANEOUS.		
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenogra- phy.	Typewrit- ing.	
															Other Subjects.
Deerfield,	280	*280	*100	-	-	*100	*60	-	-	*160	-	-	*600	*600	
Greenfield,	190	152	95	88	64	-	-	114	-	-	152	-	-	-	
Montague, Centre, . .															
Montague, Turner's Falls,	190	190	100	100	60	*40	*80	95	-	-	152	-	-	-	
New Salem,	*108	108	*90	*90	*54	*40	-	*84	-	-	-	-	-	-	
Orange,	*160	234	*85	*57	*57	*95	95	-	-	117	*156	-	-	-	
Shelburne,	190	190	95	95	-	-	-	-	-	-	-	-	-	-	

HAMPDEN COUNTY — *Continued.*

Brimfield,	*200	*200	*100	-	-	-	-	*160	-	*160	*160	-	*400	*400
Chicopee,	*200	*200	*200	-	-	-	-	*200	-	*400	160	-	*400	*400
Holyoke,	160	160	80	84	60	180	40	64	-	*160	160	-	-	-
Ludlow,	320	200	84	125	75	-	75	-	+	80	80	-	-	-
Monson,	200	200	60	60	-	-	-	120	-	*160	160	-	*400	*200
Palmer,	*320	*320	-	-	-	100	-	*160	-	*200	*320	-	*400	*200
Springfield,	*180	*288	*100	*140	*60	*95	*60	60	*48	*60	160	-	*560	*200
Westfield,	216	168	95	60	64	95	-	-	-	-	160	-	-	*112
West Springfield, . .														

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
FRANKLIN COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN REGULATION PERIODS.														
	SCIENCES.								ART AND MUSIC.			MISCELLANEOUS.			
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenogra-phy.	Typewrit-ing.	Other Subjects.
Deerfield,	280	280	100	88	64	100	90	114	—	160	162	—	1600	1600	—
Greenfield,	190	152	96	—	—	—	—	—	—	—	—	—	—	—	—
Montague, Centre,	190	190	100	100	60	40	96	96	—	—	162	—	—	—	90
Montague, Turner's Falls,	108	108	90	90	54	96	—	54	—	—	—	—	—	—	—
New Salem,	160	234	96	96	57	96	—	—	—	117	166	—	—	—	—
Orange,	190	190	96	96	—	—	—	—	—	—	—	—	—	—	—
Shelburne,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
HAMPDEN COUNTY — Continued.															
Brimfield,	200	200	100	—	—	—	—	—	—	160	160	—	400	400	—
Chicopee,	200	200	200	—	—	—	—	—	—	400	160	—	400	400	—
Holyoke,	160	160	80	84	60	130	40	64	—	80	80	—	400	400	—
Ludlow,	320	200	84	125	75	—	75	—	—	160	160	—	—	—	—
Monson,	200	200	60	60	—	—	—	—	—	—	—	—	—	—	—
Palmer,	320	320	—	—	—	—	—	—	—	—	—	—	—	—	—
Springfield,	320	320	100	140	60	96	96	160	—	200	320	—	400	200	200
Westfield,	180	288	100	140	60	96	96	60	—	200	160	—	560	200	112
West Springfield,	216	168	96	60	64	96	—	60	—	90	160	—	—	—	—

TABLE A.—*Showing Condition, Equipment, etc.—Continued.*

FRANKLIN COUNTY — Concluded.

TOWNS.	No. of Recitation Periods per Year required by the Courses of Studies.	No. of Recitations per Year the Teaching Force can bear.	Length in Years of Courses of Studies.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR						
				English.	Sociology.	Mathematics.	Languages.	Sciences.	Art and Music.	Miscellaneous.
Deerfield,	—	7,200	2 ½	7½	3	18½	37½	12½	2½	18½
Greenfield,	6,440	4,560	4 ½	16½	7½	11½	48½	12	3	—
Montague, Centre,	4,960	5,320	4 ½	19	6	14½	42½	15	3	—
Montague, Turner's Falls,	4,866	3,600	4 ½	9	4	16½	54½	14	—	—
New Salem,	4,234	6,000	4 ½	9	10	16½	49	14½	5½	—
Orange,	4,791	6,000	4 ½	6½	8	19	48	14½	—	—
Shelburne,	4,740	4,560	4 ½	10½	—	—	—	—	—	—

HAMPDEN COUNTY — Concluded.

[illegible]

TABLE A. — Showing Condition, Equipment, etc. — Continued.
HAMPSHIRE COUNTY.

TOWNS.	ACCOMMODATIONS.				Number of Grades below the High.	How admitted to the High.	PUPILS.										Number from Other Places.
	Building.	Sanitary Conditions.	Laboratory Facilities.	Volumes in Reference Library.			GRAMMAR SCHOOL.		HIGH SCHOOL.					Total.			
							Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.				
Amherst.	n. s.	fair	poor	400	9	cer. ex.	60	60	46	42	28	22	-	188	7		
Belchertown.	-	-	-	200	-	-	-	-	-	-	-	-	-	64	10		
Easthampton.	sat.	sat.	fair	100	8	ex.	39	39	18	21	13	12	-	11	-		
Granby.	sat.	sat.	none	-	-	-	7	6	2	7	2	-	-	-	-		
Hadley.	sat.	fair	good	60	9	cer.	140	125	88	48	32	27	-	195	-		
Northampton.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Southampton.	crowd.	fair	poor	300	9	cer.	65	40	24	22	9	7	2	64	4		
South Hadley.	sat.	sat.	good	300	9	cer.	48	41	38	23	28	2	-	91	-		
Ware.	sat.	n. s.	none	50	8	cer.	11	8	8	4	7	-	-	19	-		
Williamsburg.	sat.	n. s.	none	50	8	cer.	25	15	20	-	3	-	-	23	-		
Williamsburg, Hoydenville,	n. s.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

MIDDLESEX COUNTY.															
Acton.	n. s.	n. s.	poor	200	9	cer.	23	14	11	8	12	27	-	31	1
Arlington.	sat.	sat.	excel.	1,000	9	cer.	80	81	62	38	27	3	-	144	1
Ashby.	crowd.	bad	none	16	8	cer.	20	13	-	5	-	8	-	8	-
Ashland.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ayer.	fair	sat.	poor	-	8	ex.	38	34	43	18	7	6	-	74	9
Bedford.	poor	bad	none	47	8	cer.	16	11	16	3	3	1	-	22	1
Belmont.	sat.	sat.	fair	453	9	cer.	45	40	35	26	14	9	-	84	-

¹ Hopkins Academy.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 HAMPSHIRE COUNTY — *Continued.*

TOWNS.	NUMBER SENT TO						TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.
	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		COLLEGE.		Whole Number.	Normal School Graduates.	Scientific School Graduates.	College Graduates.	Number of Hours per Day.	Number of Sessions per Day.	Number of Recitation Periods per Day.	
	1898.	1899.	1898.	1899.	1898.	1899.								
Amherst,	1	1	-	-	3	6	6	-	-	5	5	1	6	38
Belchertown,	-	2	-	-	3	2	3	-	-	3	4½	1	6	40
Easthampton,	-	-	-	-	-	-	1	-	-	-	6	2	13	40
Granby,	-	-	-	-	-	-	1	-	-	-	6	1	5	36
Hadley,	-	4	-	-	8	6	9	-	-	8	4	1	6	-
Northampton,	-	-	-	-	-	-	3	-	-	3	5	1	7	40
Southampton,	-	-	-	-	4	3	6	2	-	6	6	2	12	40
South Hadley,	-	1	7	5	-	-	1	-	-	1	5	1	11	40
Ware,	2	1	-	-	-	-	1	-	-	1	5	1	11	40
Williamsburg,	-	-	-	-	-	-	1	-	-	1	5	1	11	40
Williamsburg, Haydenville,	-	-	-	-	-	-	1	-	-	1	5	1	11	40

MIDDLESEX COUNTY — *Continued.*

Acton,	3	5	-	-	1	2	1	1	6	2	8	40
Arlington,	-	-	4	-	7	6	-	4	6	1	8	40
Ashby,	-	-	-	-	-	1	-	1	6	1	8	40
Ashland,	-	-	-	-	-	-	-	1	6	1	8	40
Ayer,	2	-	-	-	-	-	-	2	5	2	8	-
Bedford,	-	-	-	-	-	2	-	2	6	1	9	40
Belmont,	1	-	1	-	1	4	-	3	6	1	6	40

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
HAMPSHIRE COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECREATION PERIODS.																
	ENGLISH.				SOCIOLOGY.				MATHEMATICS.				LANGUAGES.				
	Literature.	Rhetoric.	Composition.	Grammar.	History.	Civil Gov- ernment.	Political Economy.	Moral Phil- osophy.	Algebra.	Geometry.	Trigonom- etry.	Arithmetic.	Bookkeep- ing.	Latin.	Greek.	French.	German.
Amherst,	608	L	L	L	†418	†152	†114	-	†380	†380	-	-	-	†760	†570	†570	†570
Belchertown,	-	-	-	-	160	80	60	-	-	200	200	-	80	800	600	400	†400
Easthampton,	200	200	160	160	160	100	-	-	180	180	-	-	130	720	-	180	-
Groveland,	75	134	144	80	180	-	-	-	-	-	-	50	-	-	-	-	-
Hadley,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Northampton,	273	†507	819	-	†656	†173	†100	-	380	196	-	-	-	†780	585	†890	†196
Southampton,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
South Hadley,	256	120	160	-	240	80	-	-	200	224	-	-	120	800	560	†860	†360
Ware,	480	80	160	L	480	160	C G	-	280	240	160	-	200	800	600	†480	+
Williamsburg,	120	120	60	-	240	120	70	45	280	280	-	-	60	600	600	-	-
Williamsburg, Hayd.,	120	120	60	-	240	120	70	45	290	230	-	-	60	600	-	-	-

MIDDLESEX COUNTY — Continued.																	
Acton,	240	120	120	-	†360	†60	†120	-	120	160	60	†160	-	†640	†480	†240	†240
Arlington,	480	L	L	L	†800	80	-	-	†280	†280	-	-	100	800	600	380	240
Ashby,	240	L	L	L	-	-	-	-	200	200	-	200	A	†800	†600	200	-
Ashland,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ayer,	360	L	L	L	†280	†64	-	-	190	190	-	†190	†190	†760	†440	†820	-
Bedford,	200	160	-	-	120	†80	-	-	200	200	40	40	80	†800	†600	480	-
Belmont,	800	L	L	L	†800	†100	†100	-	300	†300	†100	†100	†100	†800	†600	†400	†400

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*HAMPSHIRE COUNTY — *Continued*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN EXERCISE PERIODS.														
	SCIENCES.										ART AND MUSIC.		MISCELLANEOUS.		
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Musical.	Manual Training.	Stenography.	Typewriting.	Other Subjects.
Amherst,	*180	*190	*304	*114	-	-	*102	*114	-	*142	142	-	-	-	142
Belchertown,	-	-	60	40	64	60	48	60	-	160	160	-	-	-	-
Easthampton,	200	200	50	60	180	160	50	130	-	144	144	-	-	-	-
Granby,	144	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hadley,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Northampton,	234	*156	195	*78	*78	195	-	78	-	*160	160	-	-	-	-
Southampton,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
South Hadley,	160	180	*96	*120	*80	*80	40	120	-	160	160	-	-	-	-
Ware,	160	240	60	*120	*80	120	60	120	-	*160	*160	-	-	-	-
Williamsburg,	120	-	60	-	60	120	60	-	-	-	-	-	-	-	-
Williamsburg, Hayd.,	120	-	60	-	60	120	60	-	-	-	-	-	-	-	-

MIDDLESEX COUNTY — *Continued.*

Acton,	*120	*120	-	-	*60	*80	*80	60	-	40	160	-	-	-	-
Arlington,	340	-	*200	100	100	80	-	120	-	-	160	-	-	-	-
Ashby,	*200	*200	*70	*70	*60	*60	*60	*60	-	320	320	-	-	-	-
Ashland,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ayer,	*160	*160	*80	*80	*64	-	45	-	-	320	-	-	-	-	-
Bedford,	160	*160	*80	*80	*80	*80	*80	-	-	-	160	-	-	-	-
Belmont,	*200	*200	*200	*100	*100	-	*100	*100	-	*160	160	*80	-	-	-

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
HAMPSHIRE COUNTY — *Concluded.*

TOWNS.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR										Principal, September, 1899.
	No. of Recitation Periods per Year Required by the Courses of Studies.	No. of Recitations per Year the Teaching Force can bear.	Length in Years of Courses of Studies.	English.	Sociology.	Mathematics.	Languages.	Sciences.	Art and Music.	Miscellaneous.	
Amherst,	6,008	6,840	4	10	11½	13	41	17½	4½	2½	Charles Falconer.
Belchertown,	-	-	-	-	-	-	-	-	-	-	Alfred B. Morrill.
Easthampton,	4,752	3,600	4½	15	6½	10	46½	15½	6½	-	J. H. Bixby.
Granby,	3,225	2,600	4½	12½	7	17	28	27	8½	-	C. B. Root.
Hadley,	-	-	-	-	-	-	-	-	-	-	Wesley S. Goodwin.
Northampton,	6,397	9,000	4½	25	14½	9	31½	15	5	-	Samuel W. Hallett.
Southampton,	-	-	-	-	-	-	-	-	-	-	-
South Hadley,	4,386	4,200	4½	10	7	13	47½	15½	7	-	-
Ware,	6,020	7,200	4½	11	13	17½	36½	18	8	-	-
Williamsburg,	2,475	2,400	4½	12	23	24	24	17	-	-	-
Williamsburg, Haydenville,	2,475	2,200	4½	12	23	24	24	17	-	-	-

MIDDLESEX COUNTY — Continued.

Acton,	3,790	3,200	4½	12½	14	13	42½	12½	5½	-	Ira W. Holt.
Arlington,	4,460	6,000	4½	11	8	15	45	21	-	-	Mabel S. Garcelon.
Ashby,	3,860	3,200	-	6½	-	16	42	19	16½	-	-
Ashland,	-	-	-	-	-	-	-	-	-	-	-
Ayer,	3,873	3,200	3, 4, 4½	9	8	19	32	14	8	-	Robert J. Fuller.
Bedford,	3,841	3,600	3, 4, 4½	9½	5½	13½	49	18½	4	-	Ernest H. Homer.
Belmont,	5,800	4,800	-	14	8½	15½	38	17	5½	1½	John R. Olin.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
MIDDLESEX COUNTY — *Continued.*

TOWNS.	ACCOMMODATIONS.				How admitted to the High.	Number of Grades below the High.	PUPILS.										Number from Other Places.
	Building.	Sanitary Conditions.	Laboratory Facilities.	Volumes in Reference Library.			GRAMMAR SCHOOL.		HIGH SCHOOL.					Total.			
							Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.				
Billerica, Howe Academy.	sat.	fair	small	100	9	9	40	29	19	11	10	3	-	43	14		
Cambridge, Classical.	sat.	sat.	excel.	1,000	9	9	696	632	124	86	83	73	61	417	1		
Cambridge, English.	sat.	sat.	excel.	3,200	9	9	696	632	235	151	100	75	7	568	2		
Chelmsford, Centre.	sat.	sat.	fair	-	8	8	20	17	21	15	6	-	-	42	36		
Chelmsford, North.	sat.	sat.	fair	-	8	8	13	10	16	9	9	49	-	29	-		
Concord.	sat.	sat.	good	200	9	9	68	75	61	40	47	27	-	197	-		
Everett.	sat.	sat.	good	800	9	9	277	213	139	85	60	32	-	301	-		
Framingham.	n. s.	sat.	lim.	-	9	9	124	107	90	66	32	22	-	220	2		
Groton.	n. s.	bad	poor	-	9	9	20	22	26	23	21	10	-	80	-		
Holliston.	sat.	n. s.	poor	200	8	8	-	-	16	10	10	8	1	45	-		
Hopkinton.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Hudson.	sat.	fair	sat.	120	9	9	34	32	42	30	29	28	1	130	13		
Lexington.	poor	poor	poor	200	9	9	35	29	18	24	16	10	-	68	1		
Littleton.	fair	fair	poor	-	8	8	14	15	21	17	7	5	-	50	-		
Lowell.	sat.	sat.	good	1,000	9	9	520	496	320	249	157	87	7	820	59		
Malden.	sat.	sat.	excel.	1,600	9	9	335	297	203	132	68	60	-	463	6		
Marlborough.	sat.	sat.	sat.	500	8	8	209	133	93	72	35	33	21	254	-		
Maynard.	sat.	sat.	poor	100	9	9	33	28	12	13	10	5	-	40	-		
Medford.	sat.	sat.	poor	810	9	9	237	229	142	93	74	60	-	369	-		
Melrose.	sat.	sat.	excel.	500	9	9	169	122	86	61	47	46	7	247	1		
Mattuck.	crowd.	sat.	excel.	125	9	9	128	137	103	75	59	40	-	277	2		
Newton.	sat.	sat.	excel.	1,000	9	9	-	-	272	182	146	121	5	726	3		
Pepperell.	fair	n. s.	fair	-	8	8	62	55	29	14	13	6	-	62	-		
Reading.	fair	n. s.	fair	300	8	8	93	68	58	46	19	23	-	146	-		

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
MIDDLESEX COUNTY — *Continued.*

TOWNS.	NUMBER SENT TO						TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.	
	NORMAL SCHOOLS.			SCIENTIFIC SCHOOLS.			Whole Number.	Normal School Graduates.	Scientific School Graduates.	College Graduates.	Number of Hours per Day.	Number of Sessions per Day.	Number of Recitation Periods per Day.		
	1898.	1899.	1900.	1898.	1899.	1900.									
Billerica, Howe Academy.	2						2				2			8	40
Cambridge, Classical.		2					20				18			5	40
Cambridge, English.	13	9					22	2	1		14			5	40
Chelmsford, Centre.	1	1					2				1			1	40
Chelmsford, North.	2						2							2	40
Concord.		2					8				8			15	40
Everett.	4	4					11				10			5	40
Framingham.	9	8					7	1			6			5	40
Groton.		3					3	1			6			6	40
Holliston.	1						3				3			6	40
Hopkinton.														6	40
Hudson.	1	2					5				4			7	40
Lexington.							4	1			2			1	40
Littleton.							2				2			2	40
Lowell.	16	21					26	2	2		16			5	40
Malden.	9	4					19	2	2		9			5	40
Marlborough.	5	4					11	3			4			6	40
Maynard.	1	2					3	1			3			7	40
Medford.	4	4					14				10			6	40
Melrose.	3	2					12				5			5	40
Natick.	10	4					9	1			7			6	40
Newton.		3					25	1	1		7			6	40
Pepperell.							3				3			7	40
Reading.	2	1					5	1			4			6	40

¹ Four in the forenoon for all; one in the afternoon for special aims and purposes.

² Upper classes in the forenoon, lower in the afternoon.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
MIDDLESEX COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECREATION PERIODS.										MISCELLANEOUS.					
	SCIENCES.										ART AND MUSIC.		MISCELLANEOUS.			
	Physies.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenogra-phy.	Type-writ-ing.	Other Subjects.	
Billerica, Howe Acad.,	160	160	-	48	48	-	48	48	-	-	160	-	-	-	-	
Cambridge, Classical,	300	300	-	-	-	-	36	-	-	-	200	200	-	-	-	
Cambridge, English,	200	480	80	-	60	-	-	-	-	280	320	200	200	S.	200	
Chelmsford, Centre,	120	200	100	120	-	-	-	-	-	240	280	-	-	-	-	
Chelmsford, North,	120	120	120	120	60	-	120	120	120	320	160	160	240	200	-	
Concord,	400	280	120	120	120	120	60	-	-	80	160	160	80	-	-	
Everett,	300	300	100	-	-	-	100	100	-	160	160	-	-	-	-	
Frammingham,	120	120	80	60	60	60	120	60	-	160	160	-	-	-	-	
Groton,	160	160	80	-	80	80	40	80	-	160	160	-	-	-	-	
Holliston,	-	-	-	-	-	-	-	-	-	160	160	-	-	-	-	
Hopkinton,	200	200	90	40	40	30	60	100	-	160	160	320	320	200	200	
Hudson,	160	160	60	-	-	-	60	60	-	320	160	-	-	-	-	
Lexington,	120	180	-	-	-	-	90	90	-	540	-	720	-	-	-	
Littleton,	360	360	90	90	90	-	90	90	-	320	160	380	380	162	162	
Lowell,	880	190	95	114	-	76	40	96	-	200	200	200	320	160	280	
Malden,	360	300	75	60	60	-	150	60	180	300	200	120	-	-	-	
Marlborough,	320	200	160	200	80	160	80	60	-	320	160	160	-	-	-	
Maynard,	320	200	160	200	80	160	80	60	-	40	160	160	320	240	60	
Medford,	160	160	60	60	60	-	-	-	-	-	160	160	320	160	80	
Melrose,	200	180	60	100	80	-	80	80	-	360	160	320	320	160	160	
Newton,	244	200	160	80	80	-	80	80	80	860	160	160	72	S.	80	
Pepperell,	120	72	60	64	60	48	80	-	-	120	160	-	-	-	-	
Reading,	160	100	80	112	-	-	80	80	-	160	160	-	-	-	-	

TABLE A. — Showing Condition, Equipment, etc. — Continued.

MIDDLEBURY COUNTY — Continued.

TOWNS.	No. of Recitation Periods per Year required for the Courses of Studies.	No. of Recitations per Year the Teaching Force can bear.	Length in Years of Courses of Studies.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR						Principal, September, 1899.	
				English.	Sociology.	Mathematics.	Languages.	Sciences.	Art and Music.		Miscellaneous.
Billerica, Howe Academy.	3,862	3,200	3, 4, 5, 6	16½	7	14½	40½	17½	4	-	E. C. Davis.
Cambridge, Classical.	4,920	20,000	4	6	4½	13½	57½	14	4½	10½	Wm. F. Bradbury.
Cambridge, English.	5,734	23,000	4	10	12	14½	28	14½	10½	-	Ray Greene Huling.
Chelmsford, Centre.	3,500	3,200	3, 4	6½	11½	17	51½	14½	-	-	C. W. Averell.
Chelmsford, North.	3,700	3,000	-	20½	12½	26	7½	19½	14	-	Arthur W. Trubey.
Concord.	4,900	8,000	4	16	9½	11½	41	10½	9½	3	William L. Eaton.
Everett.	6,160	11,000	3, 4, 5	12½	7	14½	36½	19	3½	7	Wilbur J. Rockwood.
Framlingham.	5,840	8,400	3, 4, 5	12½	8	15½	46	16	3	1	Alfred C. Fay.
Groton.	3,720	3,600	4	16½	6	11	43	19	4½	-	John H. Manning.
Holliston.	4,280	3,600	4	14	9½	9½	49½	14	3½	-	Maurice B. Smith.
Hopkinton.	-	-	-	-	-	-	-	-	-	-	Charles A. Williams.
Hudson.	5,610	7,000	3, 4, 5	9½	8	20	32	13½	5½	11½	J. I. Buck.
Lexington.	4,340	4,800	4, 5	11	11	12	39	11½	11	4½	H. S. Rowe.
Littleton.	3,680	3,200	4, 5	13½	10½	19	44½	3½	-	-	Cyrus W. Irish.
Lowell.	5,850	26,000	3, 4, 5, 6	8	7½	9	34	16	9½	15	J. W. Hutchins.
Malden.	7,094	19,000	4, 5	10½	8½	13½	35	14	6½	13	W. F. O'Connor.
Marlborough.	6,860	13,200	4, 5	13	5½	17½	33	11½	7	12½	J. Henry White.
Maynard.	4,875	4,860	4, 5	7	9½	12½	39	22	10	2	Lorin L. Dame.
Medford.	6,288	16,800	4, 5	13	9½	11½	37½	19	7½	14	Wm. C. Whiting.
Melrose.	5,176	12,000	4	11	4	14½	42½	11	3	10	Horace W. Rice.
Natick.	6,580	9,000	3, 4, 5	17	9	16	38½	9½	5	6	Enoch C. Adams.
Newton.	6,480	25,000	2, 4, 5	10½	11½	14	39	14	8	4	A. O. Tower.
Pepperell.	3,500	4,200	4, 5	7½	1½	16	41	12	8	4	F. E. Whittemore.
Reading.	4,660	6,000	4, 5	14	9½	17½	39½	13	6½	-	

TABLE A.—*Showing Condition, Equipment, etc.—Continued.*
MIDDLESEX COUNTY—Continued.

TOWNS.	ACCOMMODATIONS.				Number of Grades below the High.	How admitted to the High.	PUPILS.						Number from Other Places.		
	Building.	Sanitary Conditions.	Laboratory Facilities.	Volumes in Reference Library.			GRAMMAR SCHOOL.		HIGH SCHOOL.						
							Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.		Fifth Year.	Total.
Sherborn.	sat.	fair	fair	-	8	cer.	604	9	-	7	3	7	-	17	13
Somerville, Classical.	fair	sat.	fair	1,161	9	cer.	-	472	65	76	66	53	-	260	26
Somerville, English.	crowd.	sat.	excel.	324	9	cer.	78	61	311	169	124	98	17	722	26
Stoneham.	n. s.	poor	lim.	30	8	cer.	-	-	42	43	18	13	-	116	-
Stow.	n. s.	sat.	none	32	9	ex.	-	8	10	7	4	3	-	24	-
Sudbury.	sat.	sat.	poor	100	8	ex.	23	17	9	6	2	3	-	35	-
Tewksbury.	sat.	sat.	good	100	8	ex.	-	2	10	7	12	6	-	36	-
Townsend.	n. s.	n. s.	poor	100	9	ex.	135	100	106	65	38	43	-	42	-
Wakefeld.	fair	n. s.	def.	444	9	cer.	187	161	125	84	72	30	-	260	28
Waltham.	poor	n. s.	def.	450	9	cer.	99	60	36	28	22	19	-	311	-
Watertown.	sat.	sat.	good	350	9	cer. ex.	30	21	16	21	4	6	-	106	-
Wayland.	sat.	sat.	good	200	9	cer.	37	27	14	12	5	7	-	47	-
Westford.	sat.	sat.	good	300	8	cer.	18	16	10	13	10	7	3	38	3
Weston.	sat.	sat.	good	200	8	ex.	19	12	11	11	12	1	-	43	2
Wilmington.	sat.	sat.	none	25	8	ex.	118	91	92	60	37	33	23	35	1
Winchester.	n. s.	sat.	good	100	8	cer.	170	173	106	84	67	28	-	245	-
Woburn.	poor	poor	fair	280	9	ex.	-	-	-	-	-	-	-	284	4

NANTUCKET COUNTY.

Nantucket.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
MIDDLESEX COUNTY — *Continued.*

TOWNS.	NUMBER SENT TO						TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.
	NORMAL SCHOOLS.			SCIENTIFIC SCHOOLS.							Number of Hours per Day.	Number of Sessions per Day.	Number of Recitation Periods per Day.	
							Whole Number.	Normal School Graduates.	Scientific School Graduates.	College Graduates.				
	1896.	1899.	1900.	1896.	1899.	1900.								
Sherborn,	2	1	1	1	1	31	2	2	—	1	1	1	8	39
Somerville, Classical,	7	2	2	2	6	27	9	5	—	19	5	1	5	40
Somerville, English,	1	1	1	1	1	3	4	—	1	2	4	1	1	40
Stoneham,	1	1	1	1	1	3	1	—	—	—	4	1	1	40
Stow,	—	—	—	—	—	—	1	—	—	—	5	2	6	38
Sudbury,	3	—	—	—	—	—	2	—	—	2	5	2	7	36
Tewksbury,	2	2	—	—	1	—	2	1	—	2	5	2	7	40
Townsend,	1	1	—	—	1	—	2	—	—	2	5	1	9	40
Wakefield,	1	4	1	1	5	8	8+	1	—	2	5	1	9	40
Waltham,	7	7	5	2	4	3	12	—	—	4	2	1	6	40
Watertown,	2	2	2	—	4	3	5	—	—	4	2	1	6	40
Wayland,	—	—	—	—	—	—	3	—	—	3	5	1	7	40
Westford,	—	—	—	—	—	—	3	—	—	3	5	1	7	39
Weston,	1	1	—	—	2	—	3	—	—	3	5	1	7	38
Wilmington,	—	—	—	—	—	—	1+	1	—	—	5	1	8	40
Winchester,	2	2	3	—	2	9	9	—	—	—	4	1	8	40
Woburn,	2	6	—	—	—	10	10	1	—	7	4	1	8	40
NANTUCKET COUNTY — Continued.														
Nantucket,	—	—	—	—	—	—	—	—	—	—	—	—	—	—

1 Upper classes in the forenoon, lower in the afternoon.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
MIDDLESEX COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECITATION PERIODS.																
	ENGLISH.				SOCIOLOGY.				MATHEMATICS.				LANGUAGES.				
	Literature.	Rhetoric.	Composition.	Grammar.	History.	Civil Government.	Political Economy.	Moral Philosophy.	Algebra.	Geometry.	Trigonometry.	Arithmetic.	Bookkeeping.	Latin.	Greek.	French.	German.
Sherborn.	390	110	e196	L	390	60	60	-	260	396	-	*+	*+	*780	*885	390	390
Somerville, Classical.	360	L	L	L	240	-	-	-	280	240	-	-	-	800	*800	*600	*600
Somerville, English.	640	L	L	L	380	60	160	-	+260	+340	*80	*160	*400	*680	-	*680	*600
Stoneham.	240	40	120	-	120	48	-	-	160	160	-	-	*320	640	430	480	-
Stow.	360	96	96	88	620	60	-	-	166	116	-	60	80	176	-	-	300
Sudbury.	328	36	72	86	432	45	-	-	144	144	-	54	54	+432	-	+288	*108
Tewksbury.	480	40	160	120	360	120	-	-	160	160	-	48	48	480	320	320	-
Townsend.	200	80	40	120	240	60	60	-	280	160	-	160	160	800	240	240	-
Wakefield.	560	L	L	L	*520	*80	-	-	+260	+260	-	-	-	*680	*520	400	-
Waltham.	200	140	R	-	340	80	-	-	260	360	-	-	280	760	620	280	440
Watertown.	240	160	40	40	240	*80	-	-	240	240	-	-	*160	*720	*480	*400	*560
Wayland.	480	L	L	L	+480	H	-	-	+160	*160	*120	-	*A	640	480	320	*320
Westford.	234	117	166	L	196	39	-	-	273	196	156	156	78	607	196	273	-
Weston.	342	76	L	-	418	H	-	-	190	162	-	-	-	*760	*380	*466	-
Wilmington.	366	L	L	L	60	36	-	-	160	160	-	72	108	396	324	324	-
Winchester.	1,000	L	L	L	1,000	*80	-	-	*440	*320	-	*80	*320	*1,000	*600	*1,000	*600
Woburn.	640	L	L	-	480	-	60	-	*280	280	-	-	-	*720	*560	*480	*480

NANTUCKET COUNTY — *Continued.*

Nantucket, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
--------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
MIDDLESEX COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN REQUISITION PERIODS.														
	SCIENCES.										ART AND MUSIC.		MISCELLANEOUS.		
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenography.	Typewriting.	Other Subjects.
Sherborn,	195	185	*88	-	50	75	55	*75	-	160	160	-	-	-	-
Somerville, Classical, . .	*240	*200	*80	-	*140	*280	*80	*80	-	*800	*160	*980	*400	*240	*240
Somerville, English, . .	*680	*560	*280	*140	64	-	-	-	-	40	320	-	-	-	-
Stonham,	160	112	48	144	64	-	36	75	-	38	160	-	-	-	-
Stow,	170	-	75	45	36	-	36	84	-	160	160	-	-	-	-
Sudbury,	108	108	36	45	80	-	45	80	-	144	144	-	-	-	-
Tewksbury,	120	84	80	60	60	75	36	*80	-	*120	160	800	400	240	-
Townsend,	160	160	80	100	100	-	80	-	-	160	160	-	*320	*160	-
Wakefield,	*320	*160	120	100	80	*80	-	-	-	240	160	-	-	-	-
Waltham,	240	240	120	-	-	-	-	-	-	80	120	-	-	-	-
Watertown,	*320	*160	*80	*80	*60	80	-	-	-	240	160	-	-	-	-
Wayland,	*120	*120	*60	*80	39	76	39	39	39	80	120	-	-	-	-
Westford,	72	84	39	76	76	76	76	76	76	162	162	-	-	-	-
Weston,	342	*202	*76	76	76	76	76	76	76	162	162	-	-	-	-
Wilmington,	72	40	36	-	-	-	-	-	-	200	200	-	-	-	-
Winchester,	*200	*200	*100	*60	*60	*100	*100	-	-	*200	*200	-	*480	*480	-
Woburn,	280	240	80	-	-	-	60	*120	-	40	120	-	-	-	-

NANTUCKET COUNTY — *Continued.*

Nantucket,	-	-	-	-	-	-	-	-	-	-	-	-	-	-
----------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*MIDDLESEX COUNTY — *Concluded.*

TOWNS.	No. of Recitation Periods per Year required of Studies.	No. of Recitations per Year the Teaching Force can bear.	Length in Years of Courses of Studies.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR						Principal, September, 1899.
				English.	Sociology.	Mathematics.	Languages.	Sciences.	Art and Music.	Miscellaneous.
Sherborn.	5,063	3,200	4	13½	10	13	42½	14½	6½	-
Somerville, Classical.	4,180	9,000	4	8½	5½	12½	62½	7	4	-
Somerville, English.	8,700	22,400	4	7½	6½	14½	16½	24½	11	20½
Stoneham.	3,696	4,800	4	11	4½	17	43½	14½	9½	-
Stow.	2,678	1,710	2, 3, 4	22½	21½	16½	18	15	7½	-
Sudbury.	2,637	2,620	4	17½	17½	16½	30½	12½	6½	-
Tewksbury.	3,140	2,800	3, 4	26½	15½	13	26½	10½	10	-
Townsend.	3,628	3,660	4	12½	10	21½	30	18½	8	-
Wakefield.	4,520	9,700	4	12½	13½	11½	35½	21	6	-
Waltham.	6,940	21,600	2, 3, 4	6	7	15	42	12½	2½	24
Watertown.	6,200	6,000	4	9	7½	12½	44½	12½	5	-
Wayland.	3,980	4,200	3, 4	12	12	14	35½	11½	7½	-
Westford.	2,730	2,730	3, 4	18½	8½	26	40	23	-	-
Weston.	4,002	4,096	3	10½	10½	8½	38½	10	5	-
Wilmington.	1,866	1,800	5	19½	6	27	42½	11	2	-
Winchester.	7,640	10,800	6	13	14½	14	36	12½	6	-
Woburn.	6,160	10,000	3, 4, 5	11½	9	14	36	12½	2	16

Charles S. Webb.
Geo. L. Baxter.
C. T. C. Whitcomb.
C. J. Emerson.
Benj. D. May.
Frank E. Nye.
Miss Ida C. Gleason
Miss Nera B. Howe.
Charles H. Howe.
Willis L. Eaton.
Frank W. Whitney.
Wm. E. Frost.
Chas. M. Eaton.
Miss Dora J. Dadmun.
Edwin N. Lovering.
L. Herbert Owen.

NANTUCKET COUNTY — *Concluded.*

Nantucket.	-	-	-	-	-	-	-	-	-	-
------------	---	---	---	---	---	---	---	---	---	---

TABLE A. — Showing Condition, Equipment, etc. — Continued.
 NORFOLK COUNTY.

TOWNS.	ACCOMMODATIONS.				Number of Grades below the High.	How admitted to the High.	PUPILS.									
	Building.	Sanitary Conditions.	Laboratory Facilities.	Volumes in Reference Library.			GRAMMAR SCHOOL.		HIGH SCHOOL.					Total.	Number from Other Places.	
							Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.			
Avon,	sat.	sat.	small	60	8	cer.	26	32	13	10	10	6	-	39	-	
Bellingham,	-	sat.	-	-	-	cer.	-	-	-	-	-	-	-	-	-	
Braintree,	sat.	sat.	good	300	9	cer.	97	77	70	36	27	4	-	137	-	
Brookline,	sat.	sat.	excl.	1,200	9	cer.	224	208	125	98	64	38	8	333	-	
Canton,	crowd.	sat.	fair	100	9	cer.	47	44	42	23	11	8	-	84	-	
Cohasset,	crowd.	sat.	def.	100	8	cer.	33	40	26	22	14	9	-	71	-	
Dedham,	fair	sat.	good	600	9	cer.	93	82	70	45	45	34	-	194	-	
Dorchester,	sat.	fair	none	160	8	cer.	10	11	2	3	-	-	-	6	-	
Foxborough,	n. s.	n. s.	fair	30	9	cer.	38	35	40	17	10	14	-	81	-	
Franklin,	sat.	sat.	fair	300	8	cer.	47	34	36	31	15	28	9	119	-	
Holbrook,	sat.	sat.	fair	-	8	ex.	38	37	22	18	13	1	-	64	-	
Hyde Park,	n. s.	n. s.	poor	200	8	cer.	127	124	112	60	34	32	-	238	-	
Medfield,	sat.	sat.	none	20	9	ex.	16	14	12	13	2	-	-	27	-	
Medway,	n. s.	n. s.	poor	73	8	ex.	-	-	21	11	16	5	-	53	-	
Millis,	-	n. s.	-	-	-	-	-	-	-	-	-	-	-	-	-	
Milton,	sat.	sat.	excl.	800	8	cer.	95	86	63	34	26	24	14	161	-	
Needham,	sat.	sat.	sat.	250	9	cer.	-	-	30	20	30	10	5	95	-	
Norfolk,	sat.	sat.	fair	-	9	ex.	9	10	9	2	-	-	-	11	-	
Norwood,	sat.	sat.	fair	75	9	cer.	70	45	10	24	17	13	-	64	-	
Quincy,	crowd.	n. s.	fair	150	8	cer.	414	328	243	123	64	48	7	485	-	
Randolph,	poor	fair	poor	65	8	ex.	62	53	39	27	21	16	-	103	-	
Sharon,	sat.	sat.	none	25	8	ex.	24	21	18	6	4	2	-	30	-	
Stoughton,	sat.	sat.	poor	270	9	ex.	46	35	37	14	12	18	-	81	-	

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 NORFOLK COUNTY — *Continued.*

TOWNS.	NUMBER SENT TO				TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.
	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		Whole Number.	Normal School Graduates.	Scientific School Graduates.	College Graduates.	Number of Hours per Day.	Number of Sessions per Day.	Number of Recitation Periods per Day.	
	COLLEGES.											
	1899.	1898.	1899.	1898.								
Avon, .	-	-	-	-	2	1	-	1	1	1	7	40
Bellingham, .	-	-	-	-	5	1	-	3	4 1/2	1	6	40
Brantree, .	-	-	6	-	17	1	-	12	5	1	6	39
Brookline, .	-	-	1	-	3	1	-	1	5	1	6	40
Canton, .	2	1	-	-	3	1	-	1	5	1	6	40
Cohasset, .	1	-	-	-	3	1	-	1	5	1	6	40
Dedham, .	1	-	-	-	6	1	-	1	4 1/2	1	6	38
Deer, .	1	-	3	-	1	-	-	1	4 1/2	1	6	38
Foxborough, .	2	-	-	-	3	1	-	1	4 1/2	1	6	40
Franklin, .	-	-	-	-	5	-	-	-	4 1/2	1	6	40
Holbrook, .	2	-	-	-	2	-	-	-	4 1/2	1	6	38
Hyde Park, .	2	-	-	-	1	-	-	-	4 1/2	1	6	40
Medford, .	-	-	-	-	8	-	-	-	5	1	6	38
Medway, .	-	-	-	-	1	-	-	-	5	1	6	40
Mills, .	-	-	-	-	2	-	-	-	5	1	6	40
Milton, .	2	-	-	-	11	-	-	7	5	1	6	40
Needham, .	-	-	-	-	3	-	-	3	5 1/2	1	6	40
Norfolk, .	1	-	1	-	1	-	-	1	5 1/2	1	6	38
Norwood, .	1	1	-	-	4	1	-	1	6	1	6	40
Quincy, .	1	9	1	-	13	4	-	3	6	1	6	38
Randolph, .	-	-	-	-	3	1	-	1	4 1/2	2	7	40
Sharon, .	3	-	-	-	2	-	-	2	4 1/2	1	7	40
Stoughton, .	-	-	-	-	3	1	-	2	5 1/2	1	7	40

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 NORFOLK COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN ROTATION PERIODS.														
	SCIENCES.										ART AND MUSIC.		MISCELLANEOUS.		
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenogra-phy.	Typewrit-ing.	Other Subjects.
Avon.	120	-	60	-	-	-	60	60	-	80	160	-	-	-	-
Bellingham.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Brantree.	*210	*210	-	-	-	-	-	-	-	*360	240	600	*300	*480	-
Brookline.	351	156	60	60	-	156	-	-	-	+300	300	-	-	-	-
Canton.	160	160	60	60	-	-	40	40	-	160	160	-	-	-	-
Cobasset.	200	200	60	60	60	60	60	60	-	*120	80	120	-	-	-
Dedham.	*360	*160	60	*60	*60	-	-	*30	-	200	160	120	-	-	-
Dorset.	76	-	76	-	-	-	-	-	-	190	190	-	-	-	-
Foxborough.	228	120	*54	*54	*57	*57	76	38	-	*76	-	-	-	-	-
Franklin.	*280	*280	*60	*60	*90	*60	*48	*84	-	*60	*160	-	*200	*8	*160
Holbrook.	65	65	65	-	-	-	-	-	-	-	-	-	200	-	-
Hyde Park.	*380	*190	*180	*150	*160	*190	30	190	-	*80	120	-	*190	*110	*150
Medfield.	108	-	*33	-	-	-	-	-	-	-	-	-	-	-	-
Medway.	160	160	*45	-	-	-	75	-	-	-	80	-	-	-	-
Mills.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Milton.	*166	*166	*166	*78	*78	*78	*78	-	-	*40	160	*78	*166	*156	*54
Needham.	280	120	60	-	-	-	-	-	108	320	160	-	-	-	-
Norfolk.	180	-	-	-	-	180	180	180	-	40	40	-	-	-	-
Norwood.	160	160	48	48	40	-	40	80	-	160	160	-	-	-	-
Quincy.	*100	*100	*2	*100	*3	*60	*40	*3	-	*40	*80	-	*100	*100	-
Randolph.	*180	*180	*60	*75	-	-	130	*60	-	144	144	-	-	-	-
Sharon.	60	-	60	80	80	-	60	*80	-	160	320	-	-	-	-
Stoughton.	200	120	60	80	-	-	60	60	-	160	80	-	-	-	-

TABLE A.—*Showing Condition, Equipment, etc. — Continued.*
 NORFOLK COUNTY — *Continued.*

TOWNS.	No. of Recitation Periods per Year required by the Courses of Studies.	No. of Recitations per Year the Teaching Force can bear.	Length in Years of Courses of Studies.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR						Principal, September, 1899.
				English.	Sociology.	Mathematics.	Languages.	Sciences.	Art and Music.	Miscellaneous.
Avon.	3,020	2,660	3, 4,	26½	13	20	22½	12½	6½	-
Bellingham.	-	-	3, 4,	15½	3	18	38	10	16½	-
Braintree.	3,930	6,000	3, 4,	9½	10½	18½	32	16½	9½	8½
Brookline.	6,243	20,400	3, 4,	12½	10	21½	31½	15½	9	-
Canton.	3,660	3,660	3, 4,	19½	9	13½	37½	15½	5	-
Cohasset.	4,040	4,800	4, 4,	13	8	12½	38½	16½	8½	-
Dedham.	4,370	6,000	4, 4,	13	9	28	28	12	14	2½
Dorset.	1,330	1,140	2,	9	9	28	28	12	14	-
Foxborough.	3,258	3,990	3, 4,	17½	10½	8	40½	21	24	-
Franklin.	6,070	7,200	3, 4,	9½	8½	25½	30½	17½	24	-
Holbrook.	3,645	4,800	3, 4,	13	6	13	38½	6½	6½	-
Hyde Park.	6,420	9,120	2, 4,	11½	8½	16	31½	23	24	-
Medfield.	2,013	1,700	3, 4,	16	18	21½	37½	7	2	7
Medway.	4,180	3,600	4,	7½	6½	16	57½	10½	2	-
Mills.	-	-	gen.	13½	10	13½	38	13½	34	-
Milton.	5,728	13,200	-	13½	12	13	42½	11½	8	8
Needham.	3,980	3,600	4, 2,	13	15	15	22½	36	34	-
Norfolk.	2,384	1,440	2,	9	15	15	22½	36	34	-
Norwood.	4,016	4,800	4, 4,	12½	7½	14	44	14	8	-
Quincy.	3,910	10,400	4,	18	13	17½	33½	10	3	5
Randolph.	4,458	3,410	4,	11½	8½	17	41½	15	6½	-
Sharon.	2,880	2,800	4, 2,	12	7	21	34½	9	16½	-
Stoughton.	4,580	4,200	2, 4,	19	10	13½	37	16	6½	-
										A. D. Arnold.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 NORFOLK COUNTY — *Continued.*

TOWNS.	ACCOMMODATIONS.				Number of Grades be- low the High.	How Admitted to the High.	PUPILS.									
	Building.	Sanitary Condi- tions.	Laboratory & Li- braries.	Volumes in Ref- erence Library.			GRAMMAR SCHOOL.		HIGH SCHOOL.					Total.	Number from Other Places.	
							Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.			
Walpole,	fair	fair	poor	100	8	car.	44	39	35	20	28	16	1	100	1	
Wellesley,	sat.	sat.	good	200	8	ex.	47	67	44	17	23	12	5	101	1	
Weymouth,	sat.	sat.	good	500	9	car.	140	135	91	60	52	43	-	246	1	
Wrentham, Centre,	sat.	sat.	fair	-	8	?	220	220	21	16	6	18	-	61	10	
Wrentham, Plainville,	sat.	sat.	excel.	50	8	car. ex.	47	38	14	9	4	6	-	33	-	
PLYMOUTH COUNTY.																
Abington,	crowd.	n. s.	fair	175	9	car.	44	44	-	30	27	8	-	65	-	
Bridgewater,	sat.	n. s.	good	250	9	car.	59	58	34	25	20	17	-	96	4	
Brockton,	n. s.	poor	fair	475	9	car.	414	286	212	162	91	87	-	562	1	
Carver,	n. s.	fair	none	-	8	car.	20	9	1	8	11	-	-	20	-	
Duxbury, ¹	fair	n. s.	poor	50	8	ex.	20	14	15	4	7	2	-	28	-	
East Bridgewater,	poor	poor	poor	75	9	ex.	40	38	21	15	4	10	-	47	-	
Hanover,	sat.	sat.	fair	60	9	car.	30	9	17	9	1	-	-	26	-	
Hingham,	crowd.	fair	fair	100	9	car.	60	31	40	28	29	25	-	122	21	
Kingsdon,	n. s.	fair	poor	500	8	car.	25	34	16	18	12	9	-	55	3	
Marshfield,	n. s.	sat.	fair	50	8	ex.	20	22	18	10	7	8	-	43	-	
Mattapoisett,	-	-	-	-	-	-	47	-	-	-	-	-	-	-	-	
Middleborough,	sat.	sat.	fair	250	9	car.	-	40	62	28	24	23	-	137	14	

1. Partridge Academy.

¹Partridge Academy.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 NORFOLK COUNTY — Continued.

TOWNS.	NUMBER SENT TO				TEACHERS.				SCHOOL DAY.			
	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		COLLEGE.	Normal School Graduates.	Scientific School Graduates.	College Graduates.	Whole Number.	Number of Hours per Day.	Number of Sessions per Day.	Number of Months per Year.
	1898.	1899.	1898.	1899.								
Walpole,	3	1	1	1	-	4	1	-	2	4	1	40
Wellesley,	2	2	3	3	3	4	-	-	4	4	1	40
Weymouth,	2	2	-	-	4	8	-	-	4	4	1	40
Wrentham, Centre,	2	1	-	-	4	3	-	-	4	4	1	38
Wrentham, Plainville,	-	-	2	-	-	2	-	-	2	4	2	36
Abington,	4	1	-	-	2	4	1	-	2	4	1	40
Bridgewater,	4	3	-	-	2	6	3	-	3	4	1	40
Brookton,	5	6	10	13	10	10	3	-	11	4	1	40
Carver,	-	-	-	-	-	1	-	-	-	4	1	40
Duxbury,	1	-	-	-	-	2	-	-	-	4	1	36
East Bridgewater,	3	4	-	-	-	2	-	-	-	4	1	40
Hanover,	-	-	-	-	-	6	-	-	-	4	1	40
Hingham,	-	1	-	-	3	3	-	-	4	4	1	40
Kingston,	1	2	-	-	-	2	-	-	2	4	1	40
Marshfield,	2	-	1	-	-	2	-	-	2	4	1	40
Mattapoisett,	-	-	-	-	-	2	-	-	2	4	1	36
Middleborough,	3	2	-	2	-	4	-	-	3	4	1	40

PLYMOUTH COUNTY — Continued.

Abington,	4	1	-	-	1	2	4	1	3	4	1	40
Bridgewater,	4	3	-	-	2	10	10	3	11	4	1	40
Brookton,	5	6	10	13	10	10	3	-	11	4	1	40
Carver,	-	-	-	-	-	1	-	-	-	4	1	36
Duxbury,	1	-	-	-	-	2	-	-	-	4	1	40
East Bridgewater,	3	4	-	-	-	2	-	-	-	4	1	40
Hanover,	-	-	-	-	-	6	-	-	-	4	1	40
Hingham,	-	1	-	-	3	3	-	-	4	4	1	40
Kingston,	1	2	-	-	-	2	-	-	2	4	1	40
Marshfield,	2	-	1	-	-	2	-	-	2	4	1	40
Mattapoisett,	-	-	-	-	-	2	-	-	2	4	1	36
Middleborough,	3	2	-	2	-	4	-	-	3	4	1	40

TABLE A. — Showing Condition, Equipment, etc. — Continued.

TIME GIVEN TO EACH STUDY, MEASURED IN RECITATION PERIODS.																	
TOWNS.	ENGLISH.				SOCIOLOGY.				MATHEMATICS.				LANGUAGES.				
	Literature.	Rhetoric.	Composi- tion.	Grammar.	History.	Civil Gov- ernment.	Political Economy.	Moral Philosophy.	Algebra.	Geometry.	Trigonom- etry.	Arithmetic.	Bookkeep- ing.	Latin.	Greek.	French.	German.
Walpole, . . .	320	160	160	-	300	60	-	-	7240	240	90	80	120	880	440	320	320
Wellesley, . . .	400	L	L	L	200	60	-	-	200	200	100	100	100	760	600	400	400
Weymouth, . . .	480	L	L	L	320	80	80	-	280	220	-	100	100	560	560	240	-
Wrentham, Centre, . . .	228	114	L	114	304	36	78	-	190	152	-	76	76	608	456	152	-
Wrentham, Plainville, . . .	456	L	L	L	228	-	-	-	228	304	-	190	76	760	-	152	-
PLYMOUTH COUNTY — Continued.																	
Abington, . . .	360	120	160	120	320	160	-	-	300	300	-	100	-	7160	500	320	-
Bridgewater, . . .	600	L	L	L	400	H	-	-	7220	220	-	-	400	760	500	-	320
Brookton, . . .	320	40	160	-	320	40	80	-	260	260	40	48	280	800	560	400	120
Carver, . . .	24	36	144	-	300	-	-	-	48	48	48	48	-	192	144	48	48
Duxbury, . . .	120	80	40	-	100	80	-	-	280	180	-	40	80	640	+	360	+
East Bridgewater, . . .	160	160	40	-	160	-	-	-	284	208	-	48	-	640	-	416	-
Hanover, . . .	360	240	120	-	360	40	-	-	160	120	-	120	60	600	400	320	-
Hingham, . . .	640	L	160	-	7480	6120	-	-	7320	760	60	-	400	800	600	320	-
Kingston, . . .	480	80	80	80	288	96	64	36	160	760	-	30	56	480	-	320	-
Marshfield, . . .	400	60	144	108	264	-	-	-	250	180	-	50	25	720	-	262	-
Mattapoisett, . . .	-	-	-	-	-	-	-	-	-	-	60	80	-	-	600	400	-
Middleborough, . . .	200	80	60	-	320	120	-	-	360	320	-	-	60	800	-	-	-

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*NORFOLK COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECREATION PERIODS.														
	SCIENCES.								ART AND MUSIC.		MISCELLANEOUS.				
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenography.	Typewriting.	Other Subjects.
Walpole, . . .	+220	*75	*45	*80	*80	*80	*80	*80		*120	-				
Wellesley, . . .	100	200	-	-	-	-	-	-		*80	320				
Weymouth, . . .	160	160	80	80	80	80	80	100		160	320				
Wrentham, Centre, . .	114	114	36	36	-	-	-	36		152	180				
Wrentham, Plainville, .	142	114	36	36	36						372				

PLYMOUTH COUNTY — *Continued.*

	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenography.	Typewriting.	Other Subjects.
Abington, . . .	280	100	160		100		200			180	320				
Bridgewater, . . .	200	160	60	120	80		60	120		800	160			120	
Brookton, . . .	380	160	60				36	36		24	12	720	280	+	
Carver, . . .				64			100			160	160	24			
Duxbury, . . .	200	120	60												
East Bridgewater, . .	200	200	60	80				100			160				
Hanover, . . .	120	120	80												
Hingham, . . .	320	160	140			80		120		240	160				
Kington, . . .	120	80	36	45	80	80	45	75	39	320	160		400	240	36
Marshfield, . . .	232	168	72			39	72	120		216	216				
Mattapoisett, . . .							80	120							
Middleborough, . .	140	120	120	60	80		80	120		400					

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 NORFOLK COUNTY — *Concluded.*

TOWNS.	No. of Recitation Periods per Year required by the Courses of Studies.	No. of Recitations per Year the Teaching Force can bear.	Length in Years of Courses of Studies.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR							Principal, September, 1899.
				English.	Biology.	Mathematics.	Languages.	Sciences.	Art and Music.	Miscellaneous.	
Walpole.	4,320	4,800	4	15	8½	16	42	16½	3	-	Allen Latham.
Wellesley.	4,250	4,800	4½	9	6	16½	52	7	9½	-	Seldon L. Brown.
Weymouth.	4,500	9,600	4½	10½	10½	15	35	18½	10½	-	Edmund J. Bugbee.
Wrentham, Centre.	3,262	3,040	4½	14	13	15	37½	10	10½	-	L. V. Symonds.
Wrentham, Plainville.	3,030	3,040	4½	15	7½	26½	27	12	12	-	W. E. C. Leonard.

PLYMOUTH COUNTY — Continued.

Abington.	4,750	4,800	1, 3, 4½	16	10	15	33	17½	8½	-	Henry W. Porter.
Bridgewater.	3,770	6,000	4½	16	10½	22½	41½	9½	-	17	Edwin H. Whitehill.
Brocton.	6,740	19,000	4½	7½	6½	12½	28	14½	14	3	Edward Parker.
Carver.	1,260	2,160	3	16	23½	16½	34½	6½	3	-	H. H. Rice.
Duxbury.	2,864	3,600	3½, 4½	8½	6½	20½	35	19	11½	-	Herbert E. Walker.
East Bridgewater.	2,896	2,800	4½	12½	6½	18	36½	22	5½	-	R. E. Files.
Hanover.	3,660	3,600	3½	19½	11	12½	36	14½	6½	10½	Roy E. Moor.
Hingham.	5,980	6,000	4½	13½	10	17½	29	11½	8	1	Jacob O. Sanborn.
Kingston.	3,288	4,000	4½	24½	15	18	24½	17	-	1	Ansel S. Richards.
Marshfield.	3,609	3,280	4½	19½	9	14	27	16½	12	-	Chas. R. Copeland.
Mattapoisett.	-	-	-	8	-	-	-	-	-	-	-
Middleborough.	4,600	4,800	4½	-	9½	19	39½	-	8½	-	Walter Sampson.

TABLE A. — Showing Condition, Equipment, etc. — Continued.

PLYMOUTH COUNTY — Continued.

TOWNS.	ACCOMMODATIONS.				How admitted to the High.	Number of Grades below the High.	PUPILS.										Number from Other Places.
	Building.	Sanitary Conditions.	Laboratory Facilities.	Volumes in Reference Library.			GRAMMAR SCHOOL.		HIGH SCHOOL.					Total.			
							Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.				
Norwell,	n. s.	fair	poor	-	8	8	24	13	17	5	8	11	-	41	1		
Pembroke,	sat.	sat.	none	-	8	8	18	14	7	11	4	-	-	22	1		
Plymouth,	sat.	sat.	good	300	9	9	98	71	36	27	16	25	-	104	13		
Rockland,	crowd.	fair	fair	50	9	9	74	50	55	29	23	31	-	138	1		
Schuette,	sat.	sat.	fair	25	8	8	50	17	20	13	15	8	-	56	1		
Wareham,	fair	sat.	poor	25	8	8	-	-	28	18	7	19	-	72	1		
West Bridgewater,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Whitman,	sat.	sat.	good	50	9	9	70	59	51	7	25	22	-	106	21		

SUFFOLK COUNTY.

Boston —	sat.	sat.	good	5,000	7	7	182	1126	186	140	72	63	-	481
Boys' Latin School,	-	sat.	fair	1,158	7	7	186	463	114	73	53	51	-	281
Girls' Latin School,	-	sat.	good	large	9	9	4,638	3,483	458	252	170	60	-	980
English High,	sat.	sat.	good	5,500	9	9	-	-	293	282	182	72	-	2
Girls' High,	crowd.	fair	good	500	9	9	-	-	104	47	54	18	-	223
Brighton,	sat.	fair	excal.	1,000	9	9	-	-	131	116	89	30	-	366
Charlestown,	poor	poor	poor	3,300	9	9	-	-	212	107	76	32	-	427
Dorchester,	n. s.	n. s.	poor	484	9	9	-	-	185	84	51	12	-	282
East Boston,	n. s.	n. s.	poor	-	9	9	-	-	-	-	-	-	-	-

1 These belong to the high school, and are the two lowest classes in each.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
PLYMOUTH COUNTY — *Continued.*

TOWNS.	NUMBER SENT TO					TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.
	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		COLLEGES.	Whole Number.	Normal School Graduates.	Scientific School Graduates.	College Graduates.	Number of Hours per Day.	Number of Sessions per Day.	Number of Recitation Periods per Day.	
	1898.	1899.	1898.	1899.									
Norwell,	-	1	-	-	-	2	-	-	2	4½	2	8	36
Pembroke,	-	-	-	-	-	1	-	-	1	6	2	10	36
Plymouth,	4	5	3	3	4	7	-	1	4	6	2	6	40
Rockland,	1	2	-	2	4	4	-	-	3	6	2	6	40
Scituate,	3	-	-	-	2	2	1	-	2	4½	1	9	40
Wareham,	-	-	-	-	-	2	-	-	2	4½	1	9	40
West Bridgewater,	-	-	-	-	-	4	1	-	3	5	1	6	40
Whitman,	1	2	-	4	-	-	-	-	-	-	-	-	-

SUFFOLK COUNTY — *Continued.*

Boston :													
Boys' Latin School,	-	-	2	4	46	23	2	-	23	5	1	4	40
Girls' Latin School,	-	-	-	-	33	13	-	-	7	5	1	5	40
English High,	-	-	20	-	12	28	-	-	27	5	1	5	40
Girls' High,	52	41	-	-	6	29	16	-	7	5	1	5	40
Brighton,	5	4	1	2	2	10	2	-	6	5	1	5	40
Charlestown,	-	14	-	-	-	13	3	-	6	5	1	5	40
Dorchester,	-	6	-	1	-	14	8	-	5	5	1	5	40
East Boston,	4	8	1	1	3	10	4	-	5	5	1	5	40

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
PLYMOUTH COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN REGISTRATION PERIODS.																
	ENGLISH.				SOCIOLOGY.			MATHEMATICS.					LANGUAGES.				
	Literature.	Rhetoric.	Composition.	Grammar.	History.	Civil Government.	Political Economy.	Moral Philosophy.	Algebra.	Geometry.	Trigonometry.	Arithmetic.	Bookkeeping.	Latin.	Greek.	French.	German.
Norwell,	432	45	-	72	255	50	-	-	288	180	-	45	50	720	-	432	-
Pembroke,	108	108	108	108	324	108	-	-	144	144	-	-	*108	*432	-	108	-
Plymouth,	480	160	160	200	640	60	100	-	320	420	-	200	200	760	560	480	640
Rockland,	640	48	50	24	328	64	36	-	200	204	-	48	*102	680	480	400	-
Scituate,	252	200	200	60	300	60	56	-	300	180	54	54	72	*720	200	*360	-
Wareham,	200	100	80	200	300	100	-	-	200	200	-	200	100	200	200	-	-
West Bridgewater,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Whitman,	200	80	80	40	440	120	-	-	240	240	-	160	160	600	-	320	-

SUFFOLK COUNTY — Continued.																	
Boston:	720	L	L	L	480	-	-	-	360	240	-	360	-	1,200	600	-	-
Boys' Latin School,	1,064	L	L	L	L	-	-	-	323	304	-	304	-	1,026	*608	320	320
Girls' Latin School,	532	*L	*L	L	*L	+	-	-	*L	*L	*L	*L	-	*L	*L	*L	*L
English High,	532	L	L	L	304	38	-	-	152	190	-	266	A	712	-	532	532
Girls' High,	480	L	L	L	324	38	-	-	228	228	-	*39	*320	*660	*200	*660	*660
Brighton,	480	L	L	L	324	38	-	-	228	228	-	73	115	660	-	660	660
Charlestown,	480	L	L	L	330	38	-	-	228	228	-	73	115	660	-	660	660
Dorchester,	500	L	L	L	304	38	-	-	190	152	-	76	228	608	-	608	608
East Boston,	480	L	L	L	320	38	-	-	240	200	-	-	280	640	*480	640	640

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
PLYMOUTH COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECITATION PERIODS.														
	SCIENCES.										ART AND MUSIC.		MISCELLANEOUS.		
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenography.	Typewriting.	Other Subjects.
Norwell, . . .	180	80	60	60	—	—	60	—	—	144	—	—	—	—	—
Pembroke, . . .	108	108	36	108	—	—	36	—	—	144	—	—	—	—	—
Plymouth, . . .	160	160	—	120	—	80	80	80	—	160	160	—	320	—	—
Rockland, . . .	200	*96	120	48	64	64	64	—	48	160	60	—	—	—	24
Scituate, . . .	180	240	—	70	70	52	70	52	50	160	160	—	—	—	—
Wareham, . . .	100	100	75	50	75	52	50	100	60	—	—	—	—	—	—
West Bridgewater, . . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Whitman, . . .	200	160	60	60	60	—	120	60	—	40	160	—	—	—	—

SUFFOLK COUNTY — *Continued.*

Boston :	160	—	30	—	25	—	30	A	P. G.	—	228	—	—	—	—
Boys' Latin School,	190	38	38	—	—	—	—	190	—	—	—	—	—	—	—
Girls' Latin School,	•+	•+	•+	—	—	—	—	—	—	—	—	—	—	—	—
English High, . . .	228	228	114	—	114	76	38	—	38	304	152	—	266	+	—
Girls' High, . . .	228	312	•80	—	•117	•114	•38	—	—	•304	162	—	•160	•+	60
Brighton, . . .	+108	+108	•72	—	•108	•65	•43	—	—	•280	140	—	•280	•8	—
Charlestown, . . .	228	228	76	—	144	76	38	—	—	304	140	—	308	76	—
Dorchester, . . .	120	120	80	—	•120	60	60	—	—	+80	160	—	360	120	—
East Boston, . . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
PLYMOUTH COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECITATION PERIODS.																
	ENGLISH.				SOCIOLOGY.			MATHEMATICS.			LANGUAGES.						
	Literature.	Rhetoric.	Composition.	Grammar.	History.	Civil Gov- ernment.	Political Economy.	Moral Phil- osophy.	Algebra.	Geometry.	Trigonom- etry.	Arithmetic.	Bookkeep- ing.	LANGUAGES.			
														Latin.	Greek.	French.	German.
Norwell,	432	45	-	72	255	50	-	-	288	180	-	45	50	720	-	-	
Pembroke,	108	108	-	108	324	108	-	-	144	144	-	-	*108	*432	108	-	
Plymouth,	480	160	200	200	640	50	-	-	320	420	-	200	200	760	480	640	
Rockland,	640	48	50	24	328	64	100	-	200	204	-	48	*102	680	400	-	
Scituate,	252	200	200	50	300	50	56	-	300	180	54	54	72	*720	*360	-	
Wareham,	200	100	80	200	300	100	-	-	200	200	-	200	100	200	200	-	
West Bridgewater,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Whitman,	200	80	80	40	440	120	-	-	240	240	-	160	160	600	320	-	

SUFFOLK COUNTY — Continued.																
Boston :	720	L	L	L	480	-	-	-	360	240	-	360	-	1,200	600	-
Boys' Latin School,	1,064	*+	L	L	L	*+	-	-	323	304	-	304	-	1,028	*+	*570
Girls' Latin School,	*+	*+	L	L	*+	+	-	-	*+	*+	-	*+	+	*+	320	266
English High,	532	L	L	L	304	38	-	-	152	190	-	266	A	712	532	532
Girls' High,	480	L	L	L	324	38	-	-	228	228	-	*39	*320	*560	*200	*560
Brighton,	*450	L	L	L	*330	38	-	-	*230	*110	73	73	115	*514	*514	*514
Charlestown,	500	L	L	L	304	38	-	-	190	152	76	76	228	*608	*608	*608
Dorchester,	480	L	L	L	320	38	-	-	*240	*200	-	-	*280	640	480	640
East Boston,																

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
PLYMOUTH COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECITATION PERIODS.														
	SCIENCES.								ART AND MUSIC.		MISCELLANEOUS.				
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenography.	Typewriting.	Other Subjects.
Norwell, . . .	180	80	60	60	-	-	60	-	-	144	-	-	-	-	-
Pembroke, . . .	108	108	36	108	-	-	36	-	-	144	-	-	-	-	-
Plymouth, . . .	160	160	120	120	-	80	80	80	-	160	160	-	320	320	24
Rockland, . . .	200	*96	120	48	64	64	64	-	48	160	60	-	-	-	-
Schuette, . . .	180	240	52	70	70	52	70	52	50	160	160	-	-	-	-
Wareham, . . .	100	100	75	50	75	-	50	100	-	-	-	-	-	-	-
West Bridgewater, . . .	-	-	-	60	60	-	120	60	-	40	160	-	-	-	-
Whitman, . . .	200	160	60	60	60	-	-	-	-	-	-	-	-	-	-

SUFFOLK COUNTY — *Continued.*

Boston :	160	-	30	-	25	-	30	A	P. G.	-	228	-	-	-	-
Boys' Latin School,	190	38	38	-	-	-	+	190	-	-	-	-	-	+	-
Girls' Latin School,	*+	*+	*+	-	-	-	+	-	-	+	-	-	-	+	-
English High, . . .	228	228	114	114	114	76	38	-	38	304	132	-	286	+	-
Girls' High, . . .	228	312	*60	*117	*117	*114	*38	-	-	*304	132	-	*160	*+	-
Brighton, . . .	+108	+108	*72	*108	*108	*65	*43	-	-	*280	140	-	*280	*8	-
Charlestown, . . .	228	228	76	144	144	76	38	-	-	304	140	-	308	76	-
Dorchester, . . .	228	228	76	144	144	76	38	-	-	304	140	-	308	308	-
East Boston, . . .	120	120	80	-	*120	60	60	-	-	+80	160	-	360	120	-

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
PLYMOUTH COUNTY — *Concluded.*

TOWNS.	No. of Recitation Periods per Year required by the Courses of Studies.	No. of Recitations per Year the Teaching Force can bear.	Length in Years of Courses of Studies.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR						Principal, September, 1889.
				English.	Ecology.	Mathematics.	Languages.	Sciences.	Art and Music.	Miscellaneous.
Norwell.	3,154	2,880	4 ²	17 $\frac{1}{2}$	9 $\frac{1}{2}$	18	36 $\frac{1}{2}$	14	4 $\frac{1}{2}$	-
Fenimore.	2,340	1,800	2 ²	18 $\frac{1}{2}$	18 $\frac{1}{2}$	17	23	17	6	-
Plymouth.	6,860	8,400	4 ²	14 $\frac{1}{2}$	11 $\frac{1}{2}$	16	36	10	2 $\frac{1}{2}$	9 $\frac{1}{2}$
Rockland.	4,252	4,800	4 ²	18	10	13	37	16 $\frac{1}{2}$	5	3
Scituate.	4,004	3,600	4 ²	17 $\frac{1}{2}$	10	16 $\frac{1}{2}$	27	21	8	-
Wareham.	2,630	3,600	3 ²	22	16	31	15	17	-	-
West Bridgewater.	-	-	-	-	-	-	-	-	-	-
Whitman.	3,600	4,800	3, 4 ²	11	16 $\frac{1}{2}$	22	26	20	5 $\frac{1}{2}$	-
C. A. Record.										
Mrs. A. W. Lindsey.										
T. P. Farr.										
Julius N. Mallory.										
Clarence L. Mitchell.										
D. L. Whitmarsh.										

SUFFOLK COUNTY — *Continued.*

Boston :										
Boys' Latin School,	4,425	18,400	6	16	11	19 $\frac{1}{2}$	48	5 $\frac{1}{2}$	-	Moses Merrill.
Girls' Latin School,	5,147	13,000	2, 6	13	8	18	48	9	-	John Tetlow.
English High.	-	-	1, 2, 3	-	-	-	-	-	-	Robert E. Babson.
Girls' High.	4,816	29,000	1, 2, 3	11	7	12 $\frac{1}{2}$	37	17 $\frac{1}{2}$	9 $\frac{1}{2}$	John Tetlow.
Brighton.	5,141	10,000	2, 3, 4	9 $\frac{1}{2}$	7	16 $\frac{1}{2}$	36 $\frac{1}{2}$	17 $\frac{1}{2}$	4	Frederic A. Tupper.
Charlestown.	4,164	13,000	2, 4	11	9	14 $\frac{1}{2}$	37	12	10	John O. Norris.
Dorchester.	4,618	14,000	2, 4	11	7 $\frac{1}{2}$	14	39 $\frac{1}{2}$	10 $\frac{1}{2}$	9 $\frac{1}{2}$	Chas. J. Lincoln.
East Boston.	5,238	10,000	2, 4	9	7	14	46	10 $\frac{1}{2}$	4 $\frac{1}{2}$	John F. Elliot.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
SUFFOLK COUNTY — *Continued.*

TOWNS.	ACCOMMODATIONS.				How admitted to the High.	Number of Grades below the High.	PUPILS.										Number from Other Places.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	Building.	Sanitary Conditions.	Laboratory & Appliances.	Volumes in Reference Library.			GRAMMAR SCHOOL.		HIGH SCHOOL.					Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
							Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
Boston — Con.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	

¹ Oaking Academy.² Nichols Academy.

TABLE A. — Showing Condition, Equipment, etc. — Continued.

SUFFOLK COUNTY — Continued.

TOWNS.	NUMBER SENT TO						TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.
	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		COLLEGES.		Whole Number.	Normal School Graduates.	Scientific School Graduates.	College Graduates.	Number of Hours per Day.	Number of Sessions per Day.	Number of Recitation Periods per Day.	
	1898.	1899.	1898.	1899.	1898.	1899.								
Boston — Con.	19	18	4	4	13	15	25	11	1	8	5	1	5	40
Roxbury, .	7	5	—	—	2	4	10	4	—	5	5	1	6	40
West Roxbury, .	11	19	2	2	—	—	19	2	—	10	5	1	6	40
Mechanic Arts, .	3	10	5	6	13	8	17	3	—	11	4	1	4	40
Chelsea, .	—	—	—	—	1	1	4	1	—	3	4	1	6	40
Winthrop, .	—	—	—	—	—	—	—	—	—	—	—	—	—	40

WORCESTER COUNTY — Continued.

Ashburnham, . . .	-	2	-	-	16	16	8	1	-	5	5	2	6	38
Athol, . . .	-	-	-	-	2	2	5	-	-	3	5	1	6	40
Barre, . . .	-	-	-	-	1	1	2	-	-	2	5	2	7	40
Blackstone, . . .	1	-	-	-	4	-	3	-	-	2	5	2	6	40
Bellon, . . .	-	-	-	-	-	-	1	-	-	2	6	2	8	40
Brookfield, . . .	-	1	-	1	-	1	2	-	-	2	6	2	7	40
Clinton, . . .	-	13	2	2	4	3	6	-	-	3	4	1	6	40
Douglas, . . .	1	-	-	-	-	-	1	-	-	1	5	2	12	40
Dudley, . . .	1	1	1	2	3	2	4	-	1	2	5	2	8	40
Fitchburg, . . .	8	1	7	3	8	17	22	1	1	16	4	1	5	40
Gardner, . . .	2	4	5	2	4	1	7	2	1	6	5	1	6	40
Grafton, . . .	-	1	-	5	2	3	3	-	-	3	4	2	6	40

TABLE A.—*Showing Condition, Equipment, etc.—Continued.*
SUFFOLK COUNTY—Continued.

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECITATION PERIODS.																
	ENGLISH.				SOCIOLOGY.				MATHEMATICS.				LANGUAGES.				
	Literature.	Rhetoric.	Composition.	Grammar.	History.	Civil Government.	Political Economy.	Moral Philosophy.	Algebra.	Geometry.	Trigonometry.	Arithmetic.	Bookkeeping.	Latin.	Greek.	French.	German.
Boston—Con.																	
Roxbury, . . .	480	L	L	L	+320	38	-	-	+200	+160	-	40	435	*680	+440	*600	*600
West Roxbury, . .	450	L	L	L	380	38	-	-	250	200	-	-	*60	*550	*350	*550	*550
Mechanic Arts, . .	400	L	L	L	200	H	-	-	300	300	200	-	-	-	-	300	200
Chelsea, . . .	240	120	120	-	*440	*40	-	-	*375	*235	*120	-	-	*720	*480	*480	*640
Winthrop, . . .	351	156	156	-	117	-	-	-	216	342	-	183	156	780	195	468	312
WORCESTER COUNTY—Continued.																	
Ashburnham, . . .	114	114	114	-	*190	*60	*60	*55	190	190	*190	-	*75	+760	+370	*570	*570
Athol, . . .	470	-	-	-	280	100	50	-	300	300	-	200	400	800	800	200	600
Barre, . . .	100	80	40	-	140	60	-	-	200	200	-	-	-	800	800	200	-
Blackstone, . . .	300	100	320	60	200	-	-	-	200	200	-	200	200	*800	*800	200	-
Bolton, . . .	160	80	120	-	160	120	-	-	160	160	-	160	38	540	600	-	-
Brookfield, . . .	800	L	L	L	300	60	60	-	250	250	*60	100	200	800	600	600	400
Clinton, . . .	360	L	L	L	360	-	-	-	220	180	-	240	-	680	480	480	-
Douglas, . . .	-	160	160	208	160	40	-	-	240	240	-	240	80	640	-	-	-
Dudley, . . .	200	200	80	120	200	80	80	-	400	200	200	120	200	800	600	400	400
Fitchburg, . . .	640	200	160	-	400	80	-	-	220	220	*80	120	*80	*800	*660	*480	*620
Gardner, . . .	800	L	L	L	*655	*55	*90	-	370	*370	-	*185	*370	*740	*555	*555	-
Grafton, . . .	228	114	152	-	152	52	-	-	250	196	-	38	52	640	450	340	-

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
SUFFOLK COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECITATION PERIODS.														
	SCIENCES.								ART AND MUSIC.		MISCELLANEOUS.				
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenography.	Typewriting.	Other Subjects.
Boston — Con.															
Roxbury, . . .	+120	+120	60	-	*120	*75	45	-	-	+320	160	-	200	120	-
West Roxbury, . .	113	+225	75	-	*110	*90	20	-	-	+120	130	-	-	-	-
Mechanic Arts, . .	100	200	-	-	-	-	-	-	-	500	-	700	-	-	-
Chelsea, . . .	*560	*360	*90	*8	*40	*200	*40	*8	-	-	-	-	-	-	-
Winthrop, . . .	-	312	53	-	78	-	-	53	-	160	160	-	195	195	40
WORCESTER COUNTY — Continued.															
Ashburnham, . . .	*330	*390	*55	*55	*75	*75	*90	*75	-	-	-	-	*190	*190	-
Athol, . . .	150	160	-	-	-	-	-	-	-	-	160	-	400	400	-
Barre, . . .	200	100	100	50	80	-	80	80	-	-	160	-	-	-	-
Blackstone, . . .	200	120	60	-	-	-	80	50	-	-	160	-	200	200	-
Boston, . . .	240	-	40	40	40	-	50	50	-	100	50	-	-	-	-
Brookfield, . . .	200	350	100	60	100	-	40	60	40	+340	160	-	*200	*200	-
Clinton, . . .	160	120	120	60	60	-	-	60	-	160	160	-	240	160	-
Douglas, . . .	160	112	40	-	48	-	-	160	40	-	80	-	-	-	-
Dudley, . . .	200	200	80	80	120	-	200	-	-	-	-	-	-	-	-
Fitchburg, . . .	360	*160	*90	*90	*90	*90	90	-	-	*200	*160	*1,200	*320	*320	-
Gardner, . . .	*185	*90	*90	*90	*90	*185	90	-	-	*165	280	*280	*185	*185	-
Grafton, . . .	+250	104	52	52	-	104	38	52	-	*76	152	-	-	-	-

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
SUFFOLK COUNTY — *Concluded.*

TOWNS.	No. of Recitation Periods per Year required by the Courses	No. of Recitations per Year the Teaching Force can bear.	Length in Years of Courses of Studies.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR						Principal, September, 1899.	
				English.	Sociology.	Mathematics.	Languages.	Sciences.	Art and Music.		Miscellaneous.
Boston — Con.											
Roxbury.	5,238	25,000	2, 4	9	7	16	44½	10	9	4½	Charles M. Clay.
West Roxbury,	4,261	12,000	1, 3	10½	10	12	47	15	5½	—	Geo. C. Mann.
Mechanic Arts,	3,400	22,800	4, 4	12	5½	23½	14½	9	14½	21	Chas. W. Parmenter.
Chelsea,	5,366	17,000	4, 4	9	9	15½	43½	23	—	—	Alton E. Briggs.
Winthrop,	4,709	4,800	2, 4½	14	2½	19	37½	11	7	9	E. D. Osborne.
WORCESTER COUNTY — Continued.											
Ashburnham,	5,363	9,120	1, 2, 4½	6½	7	12	46	21½	—	—	Hervey S. Cowell.
Athol,	5,290	6,000	3, 4, 4½	9	7	22½	38	5½	3	15	F. C. Avery.
Barre,	3,310	2,800	4, 4½	6½	7	12	49	21	4½	8½	C. L. Randall.
Blackstone,	4,620	3,600	4, 4½	7	4	17½	39	10	3½	—	Edward W. Barrett.
Bottom,	2,306	1,600	4, 4½	15½	12	22½	23½	20	6½	6	Miss Evangeline W. Young.
Brookfield,	6,430	2,800	4, 4½	12½	6½	10½	37½	14½	12½	8	Edward B. Hale.
Clinton,	4,860	7,200	3, 4, 4½	7½	7½	13	46	11½	6½	—	A. E. Ford.
Douglas,	2,808	2,400	4, 4½	19	7	28	23	20	3	—	Alfred G. Collins.
Dudley,	5,320	6,400	—	11	8½	21	41½	18	—	24	G. P. Hitchcock.
Fitchburg,	7,560	20,200	4, 4½	13½	6½	9	31	11	5	9	Clarence R. Hodgdon.
Gardner,	6,745	8,400	4, 4½	12	12	19	27½	14	6½	—	George Rugg.
Grafton,	3,555	3,600	3, 4½	14	6	15	40½	18	6½	—	

TABLE A. — Showing Condition, Equipment, etc. — Continued.

WORCESTER COUNTY — Continued.

TOWNS.	ACCOMMODATIONS.				Number of Grades below the High.	How admitted to the High.	PUPILS.							Number from Other Places.	
	Building.	Sanitary Conditions.	Laboratory Facilities.	Volumes in Reference Library.			GRAMMAR SCHOOL.		HIGH SCHOOL.						
							Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.		Total.
Hardwick,	fair	fair	fair	100	9	ex. cer. ex.	-	27	16	6	-	1	-	23	6
Holden,	fair	fair	lim.	500	9	cer.	34	17	19	-	11	10	-	40	-
Hopedale,	fair	fair	fair	200	8	cer.	17	14	8	5	10	13	-	36	-
Hubbardston,	crowd.	sat.	none	25	9	cer.	11	4	11	4	4	-	-	19	-
Lancaster,	n. s.	sat.	poor	100	8	cer.	23	20	29	14	9	3	-	55	-
Leicester,	fair	sat.	fair	231	8	cer.	30	20	16	14	7	6	4	47	-
Leominster,	sat.	sat.	fair	200	9	cer.	132	94	76	38	32	34	-	180	-
Lynnburg,	sat.	n. s.	none	40	8	cer.	22	17	12	4	5	2	-	23	-
Mendon,	poor	poor	none	25	8	cer.	19	7	13	6	-	8	-	27	-
Millford,	poor	poor	poor	500	9	ex.	55	58	49	40	16	37	-	142	-
Millbury,	sat.	n. s.	poor	125	8	ex.	54	38	36	32	20	17	-	105	-
Northborough,	n. s.	n. s.	none	none	9	cer.	24	23	17	15	14	4	-	50	-
Northbridge,	sat.	sat.	good	200	9	cer.	56	42	15	20	21	12	-	68	-
North Brookfield,	sat.	n. s.	fair	150	9	ex.	36	23	13	23	20	10	1	67	-
Oxford,	sat.	sat.	fair	400	8	cer.	36	24	23	6	6	10	-	45	-
Princeton,	n. s.	n. s.	poor	-	9	cer.	10	9	8	4	4	-	-	18	-
Rutland,	sat.	sat.	poor	-	8	ex.	15	19	5	16	12	4	-	37	-
Shrewsbury,	fair	fair	poor	400	9	cer.	13	14	10	10	9	-	-	29	-
Southborough,	sat.	sat.	-	15	9	cer.	16	11	15	17	6	8	-	46	-
Southbridge,	sat.	good	good	90	9	cer.	51	27	48	14	14	29	-	105	-
Spencer,	sat.	sat.	lim.	150	9	cer.	90	65	45	40	16	19	-	120	-
Stirling,	crowd.	sat.	none	60	8	ex.	11	20	10	5	15	-	-	30	-
Sutton,	sat.	sat.	poor	25	9	ex.	-	-	9	4	4	9	-	26	-
Templeton, Centre,	sat.	sat.	lim.	25	9	cer.	12	15	4	8	-	-	-	16	-

TABLE A.—*Showing Condition, Equipment, etc.*—Continued.

WORCESTER COUNTY—Continued

TOWNS.	NUMBERS SENT TO						TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.
	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		COLLEGES.		Whole Number.	Normal School Graduates.	Scientific School Graduates.	College Graduates.	Number of Hours per Day.	Number of Sessions per Day.	Number of Recitation Periods per Day.	
	1898.	1899.	1898.	1899.	1898.	1899.								
Hardwick,	1	2	1	—	—	—	2	—	—	—	4	1	6	40
Holden,	1	—	1	—	—	—	2	—	—	—	6	1	8	39
Hopedale,	1	—	1	—	—	—	1	—	—	—	6	1	8	40
Hubbardston,	—	—	—	—	—	—	1	—	—	—	6	1	12	32
Lancaster,	—	—	—	1	—	—	3	—	—	—	6	1	7	40
Leicester,	—	—	—	—	—	—	3	—	—	—	6	1	7	40
Leominster,	7	—	2	2	—	—	7+	—	—	—	5	1	6	40
Lunenburg,	—	—	—	—	—	—	2	—	—	—	5	2	7	40
Mendon,	1	—	—	—	—	—	1	—	—	—	5	2	10	40
Millbury,	2	—	—	—	—	—	6	—	—	—	6	1	6	40
Northborough,	3	1	—	—	—	—	3	—	—	—	6	1	6	40
Northbridge,	2	—	—	—	—	—	3	—	—	—	6	1	6	40
North Brookfield,	1	2	—	3	—	—	4	—	—	—	6	2	7	40
Oxford,	—	—	—	3	—	—	3	—	—	—	6	2	7	40
Princeton,	—	—	—	—	—	—	3	—	—	—	6	2	7	40
Rutland,	—	2	—	—	—	—	2	—	—	—	6	2	10	38
Shrewsbury,	—	—	—	—	—	—	2	—	—	—	6	2	8	33
Southborough,	—	—	—	—	—	—	2	—	—	—	6	2	8	38
Southbridge,	1	1	—	—	—	—	2	—	—	—	6	2	7	38
Spencer,	4	2	3	1	—	—	5	—	—	—	6	2	7	40
Sterling,	—	—	—	—	—	—	2	—	—	—	6	2	10	38
Sutton,	1	—	—	—	—	—	1	—	—	—	6	2	12	38
Templeton, Centre,	1	—	—	—	—	—	1	—	—	—	4	2	10	40

TABLE A.—*Showing Condition, Equipment, etc. — Continued.*WORCESTER COUNTY — *Continued.*

TOWNS.	ACCOMMODATIONS.				Number of Grades below the High.	How admitted to the High.	POPULA.						Number from Other Places.		
	Building.	Sanitary Conditions.	Laboratory Facilities.	Volumes in Reference Library.			GRAMMAR SCHOOL.		HIGH SCHOOL.						
							Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.	Total.	
Hardwick,	fair	fair	fair	100	9	ex. cer. ex.	-	-	16	6	-	1	-	23	5
Holden,	fair	fair	lim.	500	9	cer.	34	27	19	-	11	10	-	40	1
Hopedale,	fair	fair	fair	200	8	cer.	17	14	8	5	10	13	-	36	2
Hubbardston,	crowd.	sat.	none	25	9	cer.	11	4	11	4	4	-	-	19	3
Lancaster,	n. s.	sat.	poor	100	8	cer.	23	20	23	14	9	3	-	55	4
Leicester,	fair	sat.	fair	231	8	cer.	30	20	16	14	7	6	4	47	2
Leominster,	sat.	sat.	fair	200	9	cer.	132	94	76	38	32	34	-	180	1
Lunenburg,	sat.	n. s.	none	40	8	cer.	22	17	12	4	5	2	-	23	2
Mendon,	poor	poor	none	25	8	cer.	19	17	13	6	-	8	-	27	3
Millford,	poor	poor	poor	500	9	ex.	55	58	49	40	16	37	-	142	1
Millbury,	sat.	n. s.	poor	125	8	ex.	54	38	36	32	20	17	-	105	2
Northborough,	n. s.	n. s.	none	none	9	cer.	24	23	17	15	14	4	-	50	3
Northbridge,	sat.	sat.	good	200	9	cer.	56	42	15	20	21	12	-	68	4
North Brookfield,	sat.	n. s.	fair	150	9	ex.	36	23	13	23	20	10	1	67	2
Oxford,	sat.	sat.	fair	400	8	cer.	36	24	23	6	6	10	-	45	1
Princeton,	n. s.	n. s.	poor	-	9	cer.	10	9	8	4	6	-	-	18	2
Rutland,	sat.	sat.	poor	-	9	ex.	15	19	5	16	12	4	-	37	3
Shrewsbury,	fair	sat.	poor	400	9	cer.	13	14	10	10	9	-	-	29	1
Southborough,	sat.	sat.	-	15	9	cer.	16	11	15	17	6	8	-	46	5
Southbridge,	good	good	good	90	9	cer.	51	27	48	14	14	29	-	106	1
Spencer,	sat.	sat.	lim.	150	9	cer.	90	65	45	40	16	19	-	120	2
Sterling,	crowd.	sat.	none	60	8	ex.	11	20	10	5	15	-	-	30	2
Sutton,	sat.	sat.	poor	25	?	ex.	-	-	9	4	4	9	-	26	1
Templeton, Centre,	sat.	sat.	lim.	20	9	cer.	12	15	4	8	4	-	-	16	1

TABLE A.—*Showing Condition, Equipment, etc.*—Continued.
WORCESTER COUNTY—Continued

TOWNS.	NUMBER SENT TO				TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.	
	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		COLLEGE.	WHOLE NUMBER.	Normal School Graduates.	Scientific School Graduates.	College Graduates.	Number of Hours per Day.	Number of Sessions per Day.		Number of Recitation Periods per Day.
	1898.	1899.	1898.	1899.									
Hardwick,	1	1	2	1	1	2	2	1	1	4½	1	6	40
Holden,	2	1	1	1	1	2	2	1	1	5½	1	8	39
Hopedale,	1	1	1	1	1	1	2	1	1	5	2	8	40
Hubbardston,	1	1	1	1	1	1	3	1	1	6	1	12	32
Lancaster,	1	1	2	1	1	1	3	1	1	6	2	7	40
Leicester,	7	1	5	2	1	2	7+	1	1	5	1	7	40
Leominster,	1	1	1	1	1	2	2	1	1	5	1	6	40
Lunenburg,	1	1	1	1	1	2	2	1	1	5½	2	7	40
Mendon,	1	1	1	1	1	1	1	1	1	5	1	10	40
Millford,	2	1	1	1	1	5	1	1	1	5½	2	6	40
Millbury,	3	1	1	1	1	3	3	1	1	5	1	6	40
Northborough,	2	1	1	1	1	3	3	1	1	5	1	9	40
Northbridge,	1	2	3	3	1	4	4	1	1	5	2	7	40
North Brookfield,	1	1	3	2	1	3	3	1	1	5½	2	7	40
Oxford,	1	1	3	2	1	3	3	1	1	5½	2	7	40
Princeton,	2	1	1	1	1	2	2	1	1	5½	2	10	38
Rutland,	1	1	1	1	1	2	2	1	1	5	2	8	33
Shrewsbury,	1	1	1	1	1	2	2	1	1	5½	2	8	38
Southborough,	1	2	3	1	1	4	4	1	1	5	2	7	40
Southbridge,	4	2	1	3	1	5	5	1	1	5	2	7	40
Spencer,	1	1	1	3	1	5	5	1	1	5	2	10	38
Sterling,	1	1	1	1	1	2	2	1	1	5	2	12	38
Sutton,	1	1	1	1	1	1	1	1	1	5½	2	10	40
Templeton, Centre,	1	1	1	1	1	1	1	1	1	5½	2	10	40

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 WORCESTER COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECITATION PERIODS.																	
	ENGLISH.				SOCIOLOGY.			MATHEMATICS.				LANGUAGES.						
	Literature.	Rhetoric.	Composition.	Grammar.	History.	Civil Gov- ernment.	Political Economy.	Moral Phi- losophy.	Algebra.	Geometry.	Trigonom- etry.	Arithmetic.	Bookkeep- ing.	Latin.	Greek.	French.	German.	
Hardwick,	260	L	160	135	335	70	-	-	200	200	-	-	52	800	600	200	200	200
Holden,	390	273	156	156	156	78	-	-	156	234	624	312	273	694	312	273	273	117
Hopedale,	400	L	L	L	280	80	80	-	240	240	*640	*480	*320	*640	*480	*320	*320	-
Hubbardston,	224	160	-	-	256	-	-	-	224	128	352	-	-	352	*750	-	-	-
Leicester,	250	160	200	-	350	*60	-	-	350	200	*1,000	*60	*60	*1,000	*750	*320	*320	-
Leicester,	380	120	80	-	*320	*80	-	-	160	160	*640	*80	*80	*640	*480	*320	*320	*620
Leicester,	366	120	80	-	360	40	-	-	280	280	*800	120	*400	*800	*480	*480	*480	-
Leominster,	160	160	80	80	320	80	-	-	200	200	40	40	120	800	-	320	320	320
Lunenburg,	160	200	160	100	100	-	-	-	160	160	100	100	200	1,000	-	320	320	320
Mendon,	160	200	160	100	100	-	-	-	160	160	100	100	200	1,000	-	320	320	320
Millbury,	240	240	80	80	*800	80	-	-	260	240	160	160	240	800	560	560	560	-
Millbury,	480	80	80	80	140	80	-	-	200	200	60	60	-	480	*480	240	240	-
Northborough,	400	160	320	80	*240	120	-	-	200	200	200	200	200	*800	*600	240	240	-
Northbridge,	640	160	240	120	*160	*80	-	-	320	320	320	320	320	*840	*700	*340	*340	-
North Brookfield,	240	160	160	120	360	H	H	-	260	220	640	40	*40	640	480	320	320	320
Oxford,	200	320	320	120	320	60	-	-	225	180	160	160	-	600	*480	*640	*640	144
Princeton,	180	36	144	165	216	60	-	-	144	144	72	72	-	640	540	-	-	-
Princeton,	165	165	165	165	330	*55	*55	-	165	165	330	330	-	495	-	-	-	-
Shrewsbury,	190	50	50	50	190	50	-	-	162	162	165	165	-	570	-	290	290	-
Southborough,	152	38	152	-	304	80	-	-	190	190	190	190	-	608	-	380	380	-
Southbridge,	120	200	E	-	240	-	100	-	270	130	80	80	80	800	600	400	400	*400
Spencer,	480	160	160	80	*500	*160	*80	-	160	200	120	120	48	*760	*600	*400	*400	-
Spencer,	162	152	38	190	190	144	-	-	190	190	190	190	-	760	190	190	190	-
Sterling,	96	96	108	108	96	144	-	-	144	144	720	720	*108	432	-	*144	*144	-
Sutton,	160	40	160	C	*480	-	-	-	200	200	200	200	+	800	-	*320	*320	-
Templeton, Centre,	160	40	160	C	*480	-	-	-	200	200	200	200	+	800	-	*320	*320	-

TABLE A.—*Showing Condition, Equipment, etc. — Continued.*
 WORCESTER COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECREATION PERIODS.														
	SCIENCES.										ART AND MUSIC.		MISCELLANEOUS.		
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenography.	Typewriting.	Other Subjects.
Hardwick,	135	130	135	65	65	-	65	-	-	234	155	270	-	-	-
Holton,	117	-	-	-	-	-	-	-	-	280	160	-	-	-	-
Hopedale,	160	*160	80	80	80	-	-	80	-	-	95	-	-	-	-
Hubbardston,	-	-	32	-	-	-	-	-	-	-	200	-	-	-	-
Lancaster,	120	-	100	-	60	-	50	60	-	160	160	-	-	-	-
Leicester,	220	*220	60	-	-	*160	40	-	-	*320	*320	-	-	-	-
Leominster,	200	*160	80	80	80	80	*120	-	-	160	160	-	400	*800	*160
Lynnburg,	120	-	80	80	-	80	-	-	-	160	160	-	-	-	-
Mendon,	160	-	-	-	80	80	80	240	-	*160	320	-	200	200	-
Milford,	160	160	-	-	60	-	60	100	-	160	200	-	-	-	-
Millbury,	*200	-	100	84	-	-	-	120	-	160	320	-	-	-	-
Northborough,	*160	*160	100	80	-	*100	200	120	-	160	320	-	-	-	-
Northbridge,	160	160	80	80	60	60	40	160	40	160	160	-	160	*320	-
North Brookfield,	240	200	60	60	60	60	60	-	-	160	160	-	-	-	-
Oxford,	160	80	80	80	-	120	120	-	-	-	50	480	-	-	-
Princeton,	108	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rutland,	165	-	-	*55	*55	-	55	165	165	-	-	-	-	-	-
Shrewsbury,	104	80	40	48	48	-	-	130	130	60	60	-	-	-	-
Southborough,	190	190	65	-	-	-	-	120	-	78	152	-	-	-	-
Southbridge,	*160	*120	100	80	-	60	84	-	-	160	160	-	-	-	-
Spencer,	200	200	120	120	120	-	40	-	-	160	160	-	-	-	-
Sterling,	114	48	104	104	-	-	96	-	78	160	160	-	-	-	-
Sutton,	108	108	108	108	48	-	60	60	108	-	190	-	-	-	-
Templeton, Centre,	*120	*120	60	60	60	-	60	60	60	-	-	-	-	-	-

TABLE A. — Showing Condition, Equipment, etc. — Continued.

WORCESTER COUNTY — Continued.

TOWNS.	No. of Recitation Periods per Year required of Courses by the Studies.	No. of Recitations per Year the Teaching Force can bear.	Length in Years of Courses of Studies.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR						Principal, September, 1899.	
				English.	Sociology.	Mathematics.	Languages.	Sciences.	Art and Music.		Miscellaneous.
Hardwick,	4,025	2,400	4	14	10	10	44½	15	6½	-	Frank W. Kimball.
Holden,	3,484	3,120	4	28	7	12½	38	3½	11	-	A. K. Learned.
Hopedale,	4,040	3,200	4	9	11	17	38	15	10	-	H. W. B. Arnold.
Hubbardston,	1,472	1,840	3	26	17½	24	24	2	6½	-	Arthur G. Cummings.
Lancaster,	4,340	4,200	3½, 4	14	9½	15½	47½	9	4½	-	William E. Sargent.
Leicester,	3,900	4,200	4	14½	6½	12½	37	18	8	-	William E. Cate.
Leominster,	6,926	8,400	3½, 4	8	10	16	33	8½	9½	-	Wallace E. Mason.
Lenoxburg,	3,240	2,800	4	15	12½	17½	34	11	10	-	John E. Lind.
Lenox,	2,980	2,000	4	21	3	21	44½	10½	-	-	-
Lenox,	6,780	6,000	3½, 4	9½	15	15½	33½	11	8½	-	H. G. Gammell.
Millbury,	3,404	3,600	4	19	6½	13½	36½	17½	6	-	John F. Roache.
Northborough,	5,020	5,400	4	21	7	8	40	16½	9½	-	Edward F. Blood.
Northbridge,	5,440	5,600	3½, 4	21	13	4½	36	13	4½	-	S. A. Melcher.
North Brookfield,	3,740	4,200	4	15	9½	13	38½	19½	4½	-	Chas. N. Perkins.
Oxford,	4,786	2,800	4	20	8	12	35	14	1	-	W. E. Fletcher.
Princeton,	1,728	2,000	3½	21	12½	21	39½	6	10	-	Miss Anna C. Mason.
Rutland,	2,915	2,640	4	22½	15	23	17	22½	-	-	A. A. Heald.
Shrewsbury,	2,116	3,040	3½	9	11½	14	41	19	5½	-	Miss Caroline I. Doane.
Southborough,	2,887	2,660	4	12	13	13	34½	19½	8	-	Wm. F. Sims.
Southbridge,	4,264	5,600	4	7½	8	13	52	14	5½	-	F. E. Corbin.
Spencer,	5,008	7,000	4	17	15	10½	35	16	6½	-	Edwin S. Tirrell.
Sterling,	2,704	2,860	3½	19½	7	18½	35½	12½	7	-	R. H. Cook.
Sutton,	3,024	2,280	4	13½	8	37	19	22½	-	-	S. E. Wedge.
Templeton, Centre,	3,100	2,000	4	11½	15½	19½	36	17½	-	-	Miss Grace E. Blodgett.

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 WORCESTER COUNTY — *Continued.*

TOWNS.	ACCOMMODATIONS.				Number of Grades below the High.	How admitted to the High.	PUPILS.										Number from Other Places.
	Building.	Sanitary Conditions.	Laboratory Facilities.	Volumes in Reference Library.			GRAMMAR SCHOOL.		HIGH SCHOOL.								
							Second Year before the High.	Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.	Total.			
Templeton, Baldwinville,	n. s.	n. s.	none	50	9	car.	19	16	18	11	12	4	-	45	1		
Upton,	sat.	sat.	lim.	100	8	car.	19	22	19	19	23	10	1	72	1		
Uxbridge,	sat.	sat.	good	150	8	car.	33	32	22	10	19	6	-	57	17		
Warren,	sat.	fair	fair	25	9	car. ex.	60	35	26	21	4	18	-	69	25		
Webster,	n. s.	sat.	good	500	9	car.	30	24	29	17	15	17	-	78	-		
Westborough,	n. s.	fair	poor	175	9	car.	60	43	34	18	17	6	-	75	-		
West Boylston,	poor	poor	poor	625	9	ex.	16	14	12	11	11	9	-	43	-		
Westminster,	sat.	fair	none	25	9	car.	19	4	6	8	8	-	-	22	-		
Winchendon,	sat.	sat.	excl.	550	9	car.	36	27	25	25	22	18	-	90	15		
Worcester, English,	crowd.	sat.	excl.	1,500	9	-	1,218	913	119	286	213	171	12	801	18		
Worcester, Classical,	sat.	sat.	fair	3,300	9	car.	-	-	169	186	166	115	14	665	27		

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 WORCESTER COUNTY — *Continued.*

TOWNS.	NUMBER SENT TO						TEACHERS.				SCHOOL DAY.			Number of Weeks per Year.
	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		COLLEGES.		Whole Number.	Normal School Graduates.	Scientific School Graduates.	College Graduates.	Number of Hours per Day.	Number of Sessions per Day.	Number of Recitation Periods per Day.	
	1898.	1899.	1898.	1899.	1898.	1899.								
Templeton, Baldwinville,	-	-	-	-	-	-	2	-	-	1	5½	1	7	40
Upon,	-	-	-	-	-	-	2	1	-	1	5	1	8	36
Uxbridge,	-	-	1	-	-	1	2	1	-	1	5	1	6	38
Warren,	1	-	1	-	1	2	3	-	-	2	5	2	7	38
Webster,	2	-	4	1	2	2	5	-	-	4	4½	1	6	40
Westborough,	-	-	1	-	-	-	4	-	-	3	5	1	6	40
West Boylston,	2	-	1	1	-	-	3	-	-	3	5½	2	7	40
Westminster,	1	-	1	2	-	-	1	-	-	4	5	2	9	36
Winchendon,	-	-	-	-	-	-	5	-	-	15	5	2	7	36
Worcester, English,	21	30	22	8	8	6	33	5	4	19	4½	1	5	40
Worcester, Classical,	22	20	2	4	34	48	22	1	1	19	4½	1	5	40

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 WORCESTER COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN RECITATION PERIODS.																
	ENGLISH.				SOCIOLOGY.				MATHEMATICS.					LANGUAGES.			
	Literature.	Rhetoric.	Composition.	Grammar.	History.	Civil Gov- ernment.	Political Economy.	Moral Phil- osophy.	Algebra.	Geometry.	Trigonom- etry.	Arithmetic.	Bookkeep- ing.	Latin.	Greek.	French.	German.
Templeton, Bald'nville,	480	160			480	*160			200	200				*800	*400	*320	
Upton,	*180	*108	R	R	*144	*30			*228	*252		*36	*30	*612	*468	*360	
Uxbridge,	380	130		60	180	60			190	190		60	130	760		380	
Warren,	304	152			152				152	152				*608	*456	304	
Webster,	320	160	320		320	120			+320	*440	120		320	800	480	*240	
Westborough,	260	140	R		160	100			260	200		75	125	675	525	400	
West Boylston,	440	L	L		120	100	80		200	240		160	80	720	440	400	
Westminster,	264	108	72		180	180			180	144		144		360		*180	
Winchendon,	440	80	80		+480	*50	*48		+240	+280	*120	*120	*80	*620	*620	*480	*320
Worcester, English,	800	L	L	L	*720	*80	*100		300	300	*100	*80	*80	*600		800	+800
Worcester, Classical,	200	200	160		480	*100			200	300		240		1,200	*880	800	*800

TABLE A. — *Showing Condition, Equipment, etc. — Continued.*
 WORCESTER COUNTY — *Continued.*

TOWNS.	TIME GIVEN TO EACH STUDY, MEASURED IN REGISTRATION PERIODS.														
	SCIENCES.								ART AND MUSIC.		MISCELLANEOUS.				
	Physics.	Chemistry.	Botany.	Geology.	Astronomy.	Zoology.	Physiology.	Physical Geography.	Political Geography.	Drawing.	Music.	Manual Training.	Stenography.	Typewriting.	Other Subjects.
Templeton, Bald'nville,	*120	-	*80	*60	*60	*96	*36	-	-	-	*136	-	-	-	-
Upton,	*104	*104	*40	*36	-	*96	60	-	-	-	152	-	-	-	-
Uxbridge,	130	130	60	-	-	*76	-	130	-	-	152	-	-	-	-
Warren,	*304	*304	*152	*76	-	*76	-	*76	-	-	*152	-	-	-	-
Webster,	*240	*240	160	P. G.	P. G.	160	160	160	-	-	160	-	240	240	-
Westborough,	200	135	-	125	60	-	40	75	-	-	360	-	-	-	-
West Boylston,	100	80	100	80	80	-	80	180	-	-	80	-	-	-	-
Westminster,	72	-	180	*60	*50	*80	*40	*120	-	-	216	-	-	-	-
Winchendon,	*240	*240	*80	*50	*50	*80	*40	*120	-	-	144	-	-	-	-
Worcester, English,	*400	*400	*200	*200	*100	*200	120	-	-	-	*480	*480	*320	*80	-
Worcester, Classical,	200	200	*100	-	*100	-	50	-	-	-	*80	*120	-	-	40

TABLE A. — *Showing Condition, Equipment, etc. — Concluded.*
 WORCESTER COUNTY — *Concluded.*

TOWNS.	No. of Recitation Periods per Year required of Pupils.	No. of Recitations per Year the Teaching Force can bear.	Length in Years of Courses of Studies.	PERCENTAGE OF RECITATION PERIODS REQUIRED FOR							Principal, September, 1899.	
				English.	Sociology.	Mathematics.	Languages.	Sciences.	Art and Music.	Miscellaneous.		
Templeton, Baldwinville,												G. W. Howland.
Upton, .	3,720	2,800	4 ¹ / ₂	17	17	11	41	14	-	-	-	Robert O. Smith.
Uxbridge, .	2,988	3,240	3 ¹ / ₂	9 ¹ / ₂	6	18	48	14	4 ¹ / ₂	-	-	Chas. H. Bates.
Warren, .	3,844	3,040	3 ¹ / ₂	17	7 ¹ / ₂	17	34	16 ¹ / ₂	9	-	-	Leroy S. Dewey.
Webster, .	3,724	3,420	4 ¹ / ₂	16 ¹ / ₂	4	8	37	28 ¹ / ₂	8	-	-	A. H. Morse.
Westborough, .	6,160	6,000	4 ¹ / ₂	13	8 ¹ / ₂	19 ¹ / ₂	28	18	5	-	-	H. C. Waldron.
West Boylston, .	4,255	4,800	4 ¹ / ₂	9 ¹ / ₂	8 ¹ / ₂	18 ¹ / ₂	37 ¹ / ₂	15	14	-	-	Mrs. Jessie L. Shepard.
Westminster, .	3,740	4,200	3 ¹ / ₂	12	8	18	42	14	6	-	-	Frederic W. Plummer.
Winchendon, .	2,504	3,420	3 ¹ / ₂	18	14 ¹ / ₂	18 ¹ / ₂	22	13	14	-	-	Homer P. Lewis.
Worcester, English, .	5,578	7,000	4 ¹ / ₂	11	10	16	40	18	6	-	-	Edward R. Goodwin.
Worcester, Classical, .	7,900	33,000	Gen.	10	11 ¹ / ₂	11	28	20 ¹ / ₂	8	11	-	
	6,610	22,000	5	8	9	11	56	10	3 ¹ / ₂	2 ¹ / ₂	-	

TABLE B.—Summary of Statistics for Pupils and Teachers by Counties.

COUNTY.	Number of Schools Reporting.	PUPILS IN GRAMMAR SCHOOL.		PUPILS IN HIGH SCHOOL.						NUMBERS SENT TO —						TEACHERS.			
		Second Year before the High.	First Year before the High.	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.	Total Number.	NORMAL SCHOOLS.		SCIENTIFIC SCHOOLS.		COLLEGES.		Whole Number.	Normal School Graduates.	Scientific School Graduates.	College Graduates.
										1898.	1899.	1898.	1899.	1898.	1899.				
Barnstable,	13	349	339	207	167	116	57	—	537	16	12	5	1	6	4	24	2	—	20
Berkshire,	12	501	352	466	344	220	188	33	1,251	33	22	6	4	23	24	44	6	1	33
Bristol,	12	1,385	1,082	650	464	320	261	—	1,696	34	28	7	12	30	27	70	12	2	41
Dukes,	4	40	21	34	15	10	12	—	71	2	3	—	—	—	—	6	1	—	6
Essex,	28	2,916	2,322	1,830	1,339	939	655	4	4,767	55	65	41	38	109	110	—	181	20	115
Franklin,	9	277	241	162	126	116	116	10	668	8	10	2	6	10	13	29	1	—	22
Hampden,	8	1,015	846	661	516	364	266	44	1,852	29	31	16	26	61	74	83	9	1	60
Hampshire,	8	395	334	244	167	122	70	2	605	7	8	7	5	18	16	30	2	—	26
Middlesex,	46	4,868	4,168	3,291	2,302	1,608	1,203	143	8,661	117	110	82	76	203	208	389	27	6	219
Nantucket,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Norfolk,	26	1,814	1,613	1,245	769	648	405	49	3,006	31	27	22	18	44	55	118	13	2	90
Plymouth,	18	1,102	809	660	447	328	305	—	1,730	32	29	8	13	29	41	70	8	3	45
Suffolk,	13	5,157	3,974	2,536	1,619	1,099	496	9	6,749	103	125	16	40	131	137	215	54	1	123
Worcester,	47	2,869	2,290	1,805	1,338	1,025	831	53	4,762	75	88	44	34	99	109	167	13	7	114
Total,	244	22,826	18,427	13,563	9,630	6,825	4,855	347	35,224	640	557	288	273	763	818	1,416	207	23	914
Estimated for schools not reporting,	12	790	760	288	147	142	103	—	671	—	—	—	—	—	—	26	—	—	—
Grand total,	—	23,616	19,177	13,851	9,777	6,967	4,958	—	35,895	—	—	—	—	—	—	1,442	—	—	—

APPENDIX G.

REPORT UPON THE COMPLIANCE OF TOWNS AND CITIES WITH
CHAPTER 332 OF THE ACTS OF 1885, COMMONLY
KNOWN AS THE TEMPERANCE LAW.

By the Secretary of the State Board of Education.

THE TEMPERANCE LAW.

COMPLIANCE OF TOWNS AND CITIES WITH CHAPTER 332,
ACTS OF 1885, RELATING TO THE TEACHING IN THE
PUBLIC SCHOOLS OF PHYSIOLOGY, HYGIENE AND THE
EFFECTS OF ALCOHOLIC DRINKS, STIMULANTS AND NAR-
COTICS ON THE HUMAN SYSTEM.

Report of the Committee on Education, Legislature of 1899.
—The report made by the committee on education to the
Legislature of 1899, in addition to giving the "history of the
movements to amend the existing physiology and temperance
law, so temperately and wisely reaffirms important principles
that have thus far dominated the educational policy of the State,
that it is here reproduced : —

The committee on education, to whom was referred the petition of
Charles L. Morgan and Mary H. Hunt for amendments of the law
requiring physiology and hygiene to be taught in the public schools
so as to more fully define the schools in which they shall be taught,
the methods of instruction and the character of text-books, to pro-
vide penalties for non-compliance with the requirements of the law,
to provide for the supervision of the instruction and to provide for
the enforcement of the law, reports as follows : —

The consideration of the question of temperance instruction in the
public schools by the present General Court is based upon two prop-
ositions : first, the petition of Charles L. Morgan and Mary H. Hunt
for more definite requirements as to the method and amount of in-
struction ; second, a bill introduced on leave in the House of Repre-
sentatives by Mr. Myers of Cambridge (House, No. 817), entitled
"An act to amend the law requiring physiology and hygiene to be
taught in the public schools." The two have been considered con-
currently by the committee on education, to whom they were referred.

The petition was accompanied by a bill, printed as "Senate, No.
41." It has been supported by a large number of petitions in aid,
with signatures numbering upwards of forty thousand, and represent-
ing all sections of the Commonwealth. The original bill, Senate,

No. 41, proposed to amend the existing law (Acts of 1885, chapter 332) by adding requirements, in the main as follows:—

1. That instruction in the nature of alcoholic drinks and other narcotics shall be given as thoroughly as in other branches in all public schools.

2. That all pupils between the third year of school work and the second year of the high school shall study the subject from suitable text-books in the hands of the pupils, in not less than three lessons each week for fourteen weeks in each year, and that they must pass the same tests for promotion in this as in any other studies.

3. That in the primary grades below the third year the instruction shall be oral, in three lessons in each week for ten weeks by teachers using text-books.

4. That the text-books used shall have certain proportions of their contents devoted to this subject, the requirements being specified in the bill.

5. That school committees, principals of normal schools and supervisors in reformatory institutions shall provide a definite time and place for this study in the regular course of instruction and an adequate supply of the required text-books.

6. That school officers who shall neglect or fail to comply with the act shall pay for such offence a fine of not less than five nor more than twenty-five dollars.

The bill also provided certain questions to be asked by the secretary of the State Board of Education and to be answered under oath by the school officials charged with its execution.

For this bill there was offered by the petitioners, early in the hearing, a substitute, which was printed for the use of the committee. This modified the first bill by reducing the number of lessons to be given. The requirements as to text-books were not substantially changed. Instruction in the normal schools, required in the first bill, was not required in the substitute. The penalty was so changed as to read as follows: "Any member of a school committee or board, or any trustee or supervising officer connected with a reformatory institution, who shall neglect or refuse to co-operate in securing compliance with any of the provisions of this act, after thirty days' notice and a continuance of such neglect or refusal, shall pay a fine for such neglect or refusal of the sum of not less than twenty-five dollars." In other respects the bill was much the same.

On the last day of the hearing a further modification was presented by the petitioners, in the form of a much briefer bill, which omitted the specifications as to the number of lessons and as to the contents of text-books, also the requirement that text-books should be in the

hands of pupils. It required that this study shall be taught as thoroughly as are other branches "in the primary and to all pupils in four grades of the grammar and high school departments, and in corresponding classes of ungraded schools, and by the aid of text-books graded to the capacities of pupils, who shall pass the same tests of promotion in this and other studies." School committees were still charged to provide a definite time and place in the regular course of study and an adequate supply of text-books, and to generally enforce the law. The requirements as to returns to the State Board of Education were much simplified. The penalty remained in the same language as in the previous substitute bill, as already quoted.

The bill introduced on leave by Mr. Myers is printed as "House, No. 817." It was, however, considered by the committee in a modified form submitted as a substitute. The substitute sought to amend the existing law by striking out the provision that this study shall be taught all pupils in all schools, and providing in its place that it "shall be taught as a regular branch of study in the primary, grammar and high schools, in such grade or grades thereof and in such manner as the school committee of each city and town shall determine." The existing law was not otherwise changed.

From such a synopsis of the bills submitted, it will be seen that the general effort of the petitioners was for more specific requirements as to this instruction, and to secure observance of the law, by a penalty upon the school committee charged with the care of the schools in general and with the enforcement of school laws for a failure to execute this proposed law. The successive modifications indicate a willingness to abandon the language of the present law, "all pupils in all schools," in order to secure more definite requirements, which should be supported by penalties attached to their non-observance. It becomes, in the last measure proposed by the petitioners, only that this study shall be taught in the primary and to all pupils in four grades of the grammar and high schools, as thoroughly in these grades as other branches are taught.

The purpose of the House bill is, broadly stated, to secure for school committees a wider discretion than certain interpretations of the present law permit them to exercise.

The law now in force is embodied in an act of the year 1885. It requires that "physiology and hygiene, which, in both divisions of the subject, shall include special instruction as to the effects of alcoholic drinks, stimulants and narcotics on the human system, shall be taught as a regular branch of study to all pupils in all schools supported wholly or in part by public money, except special schools maintained solely for instruction in particular branches, such as

drawing, mechanics, art and like studies." It further provides that all penalties for the neglect to provide instruction in other branches of study prescribed by law shall apply to this branch.

By this enactment Massachusetts became one of the first States of the nation to require by law what is known as scientific temperance instruction in the public schools. It has remained literally unchanged to the present time. Under it has been established instruction on the subject in all the towns and cities of the State. There are alleged, however, as the basis of the request in the petition for more stringent regulations, a lack of uniformity in the instruction given and a wide diversity as to its method and amount, reaching in some instances a serious if not total neglect.

The soundness of the charge of a wide-spread neglect of the instruction now demanded by law might be questioned on evidence offered to the committee in its hearing, but it is not essential to the committee's conclusions that the evidence on this point, somewhat contradictory as it was, should be discussed. Let it be conceded, as in some measure supported by the facts, that the present law fails of its full purpose; it still remains to consider whether legislation of the nature asked for would be an effective remedy, and if it is not open to serious objections as a part of the school laws.

Instruction in physiology and hygiene with a special purpose to inculcate temperance must be considered to have a fixed place in the work of the public schools. It is so established by the fact that for fourteen years it has been one of the required branches to be taught in schools supported by public money. It is further shown to be regarded as essential by the legislation of other States of the Union, nearly every one of which has placed it in the required list. There is fresh evidence of the purpose of the people of Massachusetts that it shall be retained there by the petitions to the present Legislature, which, however their value may be questioned as supporting particular provisions of a proposed law, as to which the petitioners were but partially informed, at least show that a strong public sentiment exists in support of thorough instruction in physiological and hygienic truths as to alcohol and other narcotics, with a view to the reduction of intemperance. This sentiment cannot be disregarded in dealing with the question of modifying the present law, which embodies in general terms the purpose represented by these petitioners.

In considering a proposition to define in exact terms the instruction to be given in any branch of study in the public schools, the general school policy of the State cannot be ignored. In no case, except as to this branch alone, has the State through its laws undertaken to establish standards of instruction in any study. The required studies,

other than this, are simply named in the statute as subjects to be taught in the public schools. No attempt is made as to any one of them to enumerate the lessons to be given in a certain period, or to say that each shall be taught in every grade of school. They do not depend for their security in the course of study upon express provisions of law. They are fortified in their place by a well-settled public sentiment, which is permitted a wide freedom of operation through the local school officials. It may well be asked if the study now being considered might not safely be left, at least as to the details of the method and amount of instruction, to local regulations, as are other required branches; or, at most, if the requirement peculiar to the law as to this study, that it should be taught to "all pupils in all schools," should not be held to be the utmost the Legislature can well demand as to its particular treatment. The criticism that this requirement is vague and capable of various interpretations would apply to the statute provisions as to any other branch with greater force, as there is no specification relating to them of equal definiteness. Every proposed requirement as to this branch would be novel to the laws of the State. None now exists as to the number of lessons to be given in any required study; none as to the number of weeks it shall be taught in a year. The use of text-books is left entirely to local committees; the State in no case requires the use of text-books by the pupil or even by the teacher, the text-book being only recognized in the State law by the rather recent legislation which requires towns to pay for such as may be prescribed by the school committee. The making of proficiency in any branch a test for promotion would be the first recognition of the existence of such tests in the school system; and when there is a difference of opinion as to the value of employing them in the public schools, the establishment of any one of them in State law would be of questionable policy.

There is evident danger in the departure by the State from a policy which has respected the bounds of local authority in the legislation of two hundred and fifty years. When, to enforce such specifications as to a particular study, it is proposed to make the failure to comply with the requirements a penal offence and to subject members of school committees to criminal processes, the General Court should, in the opinion of the committee, refuse to grant the request.

Of the few penalties that are now imposed upon school committees, or even of those falling upon towns because of the negligence of school committees, there is not one that relates to their duties as to instruction. The line of distinction is clear between duties neglect of which brings penalties, and those that are strictly within the educational field; and in no case as to the latter has it been found

wise or necessary to adopt the method which appears in all the successive bills of the petitioners and which has been insisted upon as a positive essential to their proposition. It cannot be held that the general responsibility of school committees to their own communities and to the State to provide suitable instruction in the required studies can be increased by provisions of law which tend to degrade the official. An unavoidable tendency of such legislation would be to add new difficulty to securing the best service on school committees. Another danger suggests itself when it is proposed to select one of the many duties of school committees as to instruction for special and penal treatment; would it not tend so far as it accomplished a greater sense of responsibility in one field, by the fear of penalties, to weaken the sense of responsibility in other fields where it rested upon a general respect for the law? The interpretation would be natural, once the State entered upon building a code of penalties as to instruction, that those duties which were omitted from its express provisions and left to the official's respect for the law were less imperative.

The final draft of the bill of the petitioners which proposes a penalty for a "failure to co-operate" to secure as thorough instruction in this as in other studies illustrates the impossibility of reconciling legislation of the kind asked with the State's established school policy. The suggestion that the police court be made a tribunal to pass upon the relative thoroughness of instruction in two or more studies, in order to determine the liability of a member of the school committee to a fine, is to put the entire proposition of enforcing moral and scientific education by this means to a test which reveals the unwisdom of the attempt to change so radically our school laws.

If the Legislature should be inclined to abandon what the committee believes to be the only wise and safe relationship of the State to the towns, by undertaking further to specialize the treatment of this study, the difficulty would have to be faced of establishing standards which would be reasonable. Widely divergent views were presented to the committee in the hearings as to the sort of instruction to be given and as to the ages of childhood in which it should be taught. The committee does not undertake to pass upon them, and only suggests the practical impossibility of the Legislature establishing a wise balance in the course of study in the schools of cities and towns, by undertaking to define the place and amount of time to be given to any one branch.

Finally, the legislation is not necessary to interpret the present law on this subject as being compulsory. It is clearly mandatory. The school committee is held by it to be equally responsible for instruction in this and in the other required branches. To refuse to comply with

its provisions, to evade or ignore them, is a transgression of the law which, wherever it exists, calls for correction. The effort should be made, if local public sentiment fails to hold the officials to a discharge of their duty, to have the facts revealed by closer inquiry by the secretary of the State Board of Education. The secretary has already in preparation a set of inquiries as to the nature and extent of the compliance of the several towns and cities with the requirements of the present law. Any revelation of a failure to comply with the law as fairly interpreted can be so utilized, the committee believes, as to lead to correction thereof without legislation. It is true that the Board and its secretary have only advisory power as to the relation of the school committee to this subject; but their recommendations in connection with cases of inaction or negligence cannot but have great weight in the future, as in the past, in guiding school committees to the proper discharge of their duties. Believing that whatever neglect exists is due to unfamiliarity with the subject and a lack of clear views as to methods, the committee suggests that the State Board of Education, in any report it may make upon the results of its inquiry, may properly give suggestions that shall be of material service to school committees which stand in need of further aid in shaping their policies to meet the spirit of the law.

No necessity has been shown, the committee believes, as to this study, which would warrant so great a departure from a well-ordered school system as is proposed by the petitioners. It regards as unwise the attempt to drive members of the school committee to a discharge of their duties as to instruction by the imposition of fines. It believes that there is ample corrective power in the present educational machinery for such neglect as may exist in the administration of a law which is compulsory upon all school officials. The committee has elsewhere recommended the rejection of House Bill 817, and for reasons given it recommends that Charles L. Morgan and Mary H. Hunt, whose petition is the subject of this report, and the various petitioners in aid thereof, be given leave to withdraw.

HERB'T C. PARSONS,
LOYED E. CHAMBERLAIN,
JNO. A. KELIHER,
Of the Senate.

FRANCIS LELAND,
GEORGE E. FISHER,
LESTER L. BURRINGTON,
HERBERT J. HARWOOD,
THOMAS J. DILLON,
JOHN H. LOWE,
Of the House.

The Circular of Inquiries. — In accordance with the opinion of the committee on education that “the effort should be made, if local public sentiment fails to hold the officials to a discharge of their duty, to have the facts revealed by closer inquiry by the secretary of the State Board of Education,” the following set of inquiries was sent out to each town and city in the Commonwealth. It was sent to the chairman of the school committee, in order to make it known to him, and presumably through him to the school committee, that such an inquiry was on foot, but was answered in large numbers of cases by the superintendent of schools.

[Town (or City) of .]

IN THE SERVICE OF THE COMMONWEALTH.

STATE BOARD OF EDUCATION, STATE HOUSE,
BOSTON, May 15, 1899.

To the Chairman of the School Committee

(or the Superintendent of Schools) of .

Your attention is called to the report on temperance legislation of the committee on education of the Massachusetts Legislature of 1899 (two members dissenting), a copy of which is enclosed. This report was accepted by the Legislature.

Of the three hundred and fifty-three towns and cities in the Commonwealth, three hundred and forty-five reported in their official returns to the State Board of Education in 1898 that they had complied with the provisions of chapter 332, Acts of 1885. Of the eight towns that made no report in these returns, five have since affirmed compliance. The law referred to requires that “physiology and hygiene, which, in both divisions of the subject, shall include special instruction as to the effects of alcoholic drinks, narcotics and stimulants on the human system, shall be taught as a regular branch of study to all pupils in all schools supported wholly or in part by public money, except special schools maintained solely for instruction in particular branches, such as drawing, mechanics, art and like studies.”

It is believed that the school committees of the Commonwealth would be materially aided in their policies of interpreting and executing the law if each could have the benefit of the experience of the rest in dealing with the common problems involved. It is hoped, therefore, that the answers given to the questions of this circular may be sufficiently frank, definite and complete either to form a trustworthy basis for such service or at least to make intelligible the local situation, whatever it may be.

Inquiries.

1. Is definite provision made by the school committee in the school curriculum for the required instruction?

2. Do the teachers, when giving such instruction, have definite times and places for it in their school or working programs?

3. In what grades is the instruction oral, and how much time,* approximately, is devoted to it?

4. In what grades is the instruction given with the aid of text-books, and how much time,* approximately, is given to it?

5. What text-books have been adopted by the school committee for the purposes of the required instruction?

6. What help, if any, by way of reference books, charts, etc., is given the teachers by the school committee to facilitate the required instruction?

7. Any further information about the nature or the extent of your compliance?

8. The foregoing questions are answered by

The foregoing inquiries relate primarily to the form and the extent of the school committee's compliance with the law, and the purpose of the present circular is sufficiently met if attention is restricted to such inquiries. Should you care, however, to express any convictions as to the methods and spirit of the instruction itself, such expression will be welcomed.

Please reply promptly.

FRANK A. HILL,
Secretary.

Tables of Answers to the Foregoing Inquiries.

1. The "time given," unless otherwise designated, is in hours per week, covering an entire school year. It is the intention to give literal hours, the word "period" being used when the time is given as so many lessons, recitations or periods, rather than hours. Occasionally the number of hours or periods for the entire year is reported instead of the number of hours per week.

2. Text-books authorized by the school committee may generally be assumed for all towns that report text-book instruction.

3. When towns report text-book instruction in all grades

* Give the number of weeks or terms per year and of lessons per week or term, or of lessons per year, or the time per year expressed in any convenient way, or as close an approximation, in any form, to a definite answer as the conditions permit.

above some specified one, without mention of the number of the highest grade, they are assumed to have nine grades, although in some cases there may be only eight.

4. The time given is generally as close an approximation as the conditions permit. Some errors may occur because of the ambiguity of returns; they may not have been tabulated in the sense in which they are made. Moreover, returns that are correct for the schools in general of a town may not fully apply to every school in the town.

5. Large numbers of the replies limited their statements to the grades below the high school. The high school figures were taken, therefore, from the report on the high schools of Massachusetts by J. W. MacDonald, agent of the Board, which is printed elsewhere in the present volume. Some high schools that do not report any time for physiology give regular instruction in zoölogy or biology. Many high schools have but one or two teachers each, and so are compelled to omit subjects which other high schools have the teaching force to deal with. It should not be overlooked that there are over 100 towns without high schools of their own. A few high schools (the odds and ends of cases that resist all reasonable attempts to get at facts about them are the despair of investigators who aim to present a complete view of a State situation) have failed to furnish data.

6. The comments that follow each county table are based exclusively on the returns. Quotation marks are freely used, to guard against outside bias and preserve the local color.

BARNSTABLE COUNTY.

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Barnstable, .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	4 to 9	$\frac{1}{2}$ to $1\frac{1}{2}$, 14 weeks.	22
Bourne, . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	5 to 8	$\frac{1}{2}$	78
Brewster, . .	Yes, .	Yes, .	1 to 4 or 5	$\frac{1}{2}$ to 1	4 or 5 to 7	$\frac{1}{2}$ to $1\frac{1}{2}$	36
Chatham, . .	Yes, .	Yes, .	1 to 3	1 period.	4 to 8	$1\frac{1}{2}$	66
Dennis, . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$ to 1	5 to 9	2 periods.	144
Eastham, . .	Yes, .	Yes, .	1, 2	18 per year.	3 to 8	72 per year.	-

BARNSTABLE COUNTY — *Concluded.*

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Falmouth, . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	4 to 6	$\frac{1}{2}$	40
Mashpee, . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	5 to 8	$\frac{1}{2}$	-
Orleans, . .	Yes, .	Yes, .	1 to 7	$\frac{1}{2}$ to 2	5 to 7	$\frac{1}{2}$	-
Provincetown, .	Yes, .	Yes, .	1 to 7	-	9, 10	1 period.	42
Sandwich, . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	5 to 8	$\frac{1}{2}$	120
Truro, . .	Yes, .	Yes, .	1 to 3	2 periods.	4 to 9	1 period.	-
Wellfleet, . .	Yes, .	Yes, .	1 to 6	1 period.	7 to 9	2 periods.	-
Yarmouth, . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	4 to 9	$\frac{1}{2}$	72

Barnstable. — Conditions so vary with the different schools that the time given to physiology and hygiene is a variable quantity. The teachers believe in the instruction and comply with the law in letter and spirit. Some charts. Increased attention each year.

Bourne. — Supplementary charts and books. "We obey the law."

Brewster. — No helps. "Taught regularly like other studies."

Chatham. — Some charts. "Sometimes outside lectures."

Dennis. — "Manikin, charts, etc., in every building." "We certainly think no more law is needed on this subject."

Eastham. — "A few physiologies by other authors." "Physiology receives the same consideration as other studies of equal value."

Falmouth. — "Temperance physiology is taught once a week through the year." A printed scheme of instruction, approved by the school committee, guides in a general way the teachers.

Harwich. — "Receives consideration, like all other studies, in proportion to its value." "No especial help."

Mashpee. — No helps. "We obey the law fully."

Orleans. — "Physiology and hygiene are treated exactly as other subjects." "Promotion of pupils depends on their proficiency in this as in other studies."

Provincetown. — "Anatomical charts in three schools." "A revision of the course of study is ready for adoption, in which physiology is combined with ethics, and more definite work will be required."

Sandwich. — No helps. "Law is fully complied with."

Truro. — No helps. "We intend to comply with the law in the most practical way possible, all circumstances considered."

Wellfleet. — Suitable charts. “While the amount of instruction cannot well be exactly expressed, the committee feel that the teaching is careful and conscientious, and that no pupil in any grade is without clear and definite ideas on the subject so far as they can be imparted by the teacher.”

Yarmouth. — “Anatomical charts in each building.” “Consider that the subject is amply attended to at present.”

BERKSHIRE COUNTY.

TOWNS.	DEFINITE PROVISION MADE BY —		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Adams, . .	Yes, .	Yes, .	1 to 6	3 periods.	7 to 9	3 periods.	-
Alford, . .	Yes, .	Yes, .	Ungraded.	- -	Ungraded.	$\frac{1}{2}$	-
Becket, . .	Yes, .	Yes, .	1 to 4	2 periods.	5 to 8	5 periods, 1 term.	-
Cheshire, . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	5 to 8	36 per year.	-
Clarksburg, . .	Yes, .	No, .	Ungraded.	2 periods.	None.	- -	-
Dalton, . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$ to $\frac{1}{2}$	4 to 9	$\frac{1}{2}$	80
Egremont, . .	Yes, .	Yes, .	1 to 4	1 period.	5 to 8	2 periods.	-
Florida, . .	Yes, .	Yes, .	2 to 5, 6	32 per year.	6 to 8	3 periods.	-
Gt. Barrington, . .	Yes, .	Yes, .	1 to 3	23 per year.	4 to 9	23 per year.	120
Hancock, . .	Yes, .	Yes, .	Ungraded.	2 periods.	Ungraded.	22 periods, 1 term.	-
Hinsdale, . .	Yes, .	Yes, .	1 to 3	2 periods.	4 to 9	2 periods.	-
Lanesborough, . .	- -	- -	- -	- -	- -	- -	-
Lee, . .	Yes, .	Yes, .	1 to 9	1	4 to 9	1	120
Lenox, . .	Yes, .	Yes, .	1 to 3	23 per year.	4 to 9	23 per year.	80
Monterey, . .	Yes, .	Yes, .	Lower grades.	- -	Upper grades.	5 periods, 14 weeks.	-
Mt. Washington, . .	Yes, .	Yes, .	1 to 3	$1\frac{1}{2}$	Upper grades.	$1\frac{1}{2}$	-
New Ashford, . .	Yes, .	Yes, .	2	- -	2	- -	-
N. Marlborough, . .	Yes, .	Yes, .	1 to 3	- -	3 to 9	2 periods.	-
North Adams, . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	4 to 9	1 to 2	100
Otis, . .	Yes, .	Yes, .	Ungraded.	$1\frac{1}{2}$	Ungraded.	$1\frac{1}{2}$	-
Peru, . .	Yes, .	Yes, .	Mixed.	$\frac{1}{2}$ to $\frac{1}{2}$	Mixed.	$\frac{1}{2}$ to $\frac{1}{2}$	-
Pittsfield, . .	Yes, .	Yes, .	1 to 9	1 period.	6th	1 period.	65
Richmond, . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	4 to 8	- -	-
Sandisfield, . .	Yes, .	Yes, .	Ungraded.	- -	Ungraded.	- -	-
Savoy, . .	Yes, .	Yes, .	Ungraded.	- -	Ungraded.	- -	-
Sheffield, . .	Yes, .	Yes, .	1 to 3	- -	4 to 9	2 periods.	-
Stockbridge, . .	Yes, .	Yes, .	1 to 7	2 periods, 1 term.	4 to 7	2 periods, 1 term.	100

BERKSHIRE COUNTY — *Concluded.*

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Tyringham, .	Yes, .	Yes, .	4 to 9	- -	1 to 9	60 periods.	-
Washington, .	Yes, .	Yes, .	1 to 4	5 periods, 1 term.	5 to 8	5 periods, 1 term.	-
W. Stockbridge, .	Yes, .	Yes, .	3 to 8	$\frac{1}{2}$ to $1\frac{1}{2}$	3 to 8	1 to $1\frac{1}{2}$	-
Williamstown, .	Yes, .	Yes, .	1 to 5	2 periods.	5 to 9	2 periods.	-
Windsor, .	Yes, .	Yes, .	Ungraded.	- -	Ungraded.	- -	-

Adams. — “Instruction is given in connection with other hygienic instruction. For illustration, in studying the functions of the stomach, instruction is given in the hygiene of this organ, including effects of alcohol and narcotics.” “The subject of alcohol and narcotics gets its proportion of the time.” A few charts. Reference books on nearly every desk.

Alford. — “One general class in each school is instructed from text-books.” “About three-fourths of an hour per week is devoted to the instruction.” “A chart is furnished.”

Becket. — Have “a few books” of reference. The law is “complied with to a reasonable extent.”

Cheshire. — “School committee expects superintendent to see that the law regarding temperance instruction is applied.” Excellent charts in upper grades. “A special course by the superintendent.” “We have always tried to comply with the law. While not in full accord with its directions, we think we can teach effects of alcohol and tobacco, as well as other things, without *special direction*.”

Clarksburg. — No text-books, charts, books of reference.

Dalton. — “No regular text-book, but each teacher has some book for reference. Higher grammar grades and high school have access to charts. Nothing special in lower grades.” Instruction “mainly on lines suggested by Mrs. Hallock when she was employed by the State Board to instruct the teachers.”

Egremont. — “Almost nothing by way of charts, etc.” “Teachers are directed by superintendent to regard requirements of the law.”

Florida. — Charts and text-book.

Great Barrington. — “Seventy lessons per annum of twenty minutes each.” No text-book or charts, outside of help afforded by libraries and periodicals.

Hancock. — "In one of the schools three girls have a lesson daily; in the other schools they average twice per week." "One chart for four schools." "The Teachers' Anatomical Aid, with engraved plates and complete manikins, also showing the effects of alcoholic drinks and cigarette smoking on the vital organs."

Hinsdale. — Charts. "We intend to have the law carried out." "They are supposed to give two lessons each week," — oral instruction. Text-book instruction, — "any grade above the primary."

Lanesborough. — Letters of inquiry to the school committee have failed to elicit any response, and so may not have reached them. A former member of the committee courteously gives the information that physiology is taught; "that it is probably safe to say that physiology is taught (out of books emphasizing the temperance element) for about fifty recitations a year, with oral instruction in all grades, by teachers in full sympathy with the subject. I think the spirit of the law is complied with."

Lee. — "No charts except in grammar and high school department." Oral instruction is given "about one hour per week in nearly all the departments;" text-book instruction, "about the same time, in intermediate and grammar grades."

Lenox. — No reference books or charts "outside of general help afforded by libraries and periodicals."

Monterey. — "We follow the Massachusetts course of study." "Have good charts on alcohol." "Dr. Brown has also lectured on the subject before the schools." "Have found it difficult to do much with the subject in the lower grades. Many teachers have little or no knowledge of the subject, or of chemistry, which ought to go with it."

Mt. Washington. — No charts or reference books. "Schools are ungraded, and the teachers use the book, and combine oral teaching while using the book more or less, as they see fit."

New Ashford. — "One chart, but no reference book." Oral and text-book instruction reported only for "the second grade."

New Marlborough. — Definite "provisions for study" made by superintendent. "Not definite times and places, but directions to teach faithfully as in text-books, and to give frequent oral instruction in primary grades." "Cannot speak definitely" as to time for oral instruction. Temperance instruction has its "full text-book share." "A few old and badly worn charts."

North Adams. — "A few charts in each school." Have also "used the charts and skeleton at State Normal School." "The subject is taught very well and by experiments, etc., in high school."

Otis. — “Chart.” “Have endeavored to impress this to the best of my ability.”

Peru. — “Chart in one school.” “The number of lessons varies in schools, — some every day, others three times per week.”

Pittsfield. — “Each school is supposed to have a chart, and other text-books, more or less, on the subject.”

Richmond. — “Almost nothing” in way of charts and reference books. In teachers’ meetings and in school visits the superintendent has directed attention to faithful teaching of the subject.

Sandisfield. — “Taught orally to smaller pupils.” Schools ungraded. Taught every day in some schools; in others, only once a week, according to size of school, other studies, etc. “Some teachers furnish charts and reference books.”

Savoy. — Times not reported. “In each school a large chart.” “Could not send this until I had visited all the schools and seen their work.”

Sheffield. — “A very few old charts; not any reference books.”

Stockbridge. — “We have a manikin which accommodates five of the ten school departments.” “Are willing to comply with everything reasonable, but think that more time than now given would seriously interfere with progress in other subjects.” Effects of alcohol first taught in grade 4. “Do not believe that temperance instruction should be mentioned below the fourth grade of school.”

Tyringham. — Oral lessons “quite often.” “Have ordered new books.” “No special charts.” Teachers have some which they own. “Have a school pledge, and good teachers that believe in temperance.”

Washington. — “Excellent charts.” “More work will be accomplished the present year.”

West Stockbridge. — “Approved modern physiological charts or plates.” “Have always tried to comply with and observe the spirit and requirements of the statute of 1885.”

Williamstown. — “Chart for upper grades.” “Think we are giving fully as much time as the law requires, if not more.”

Windsor. — No report of oral instruction. For text-book instruction, “not less than one half hour per week; in some schools from twenty to thirty minutes per day.” “No reference books, charts, etc., are provided. Some teachers have books of their own which they use.”

BRISTOL COUNTY.

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Acushnet, . .	Yes, .	Yes, .	1 to 4	1	5 to 8	1½	-
Attleborough, .	Yes, .	Yes, .	1 to 3	3, 14 weeks.	4 to 8	- -	-
Berkley, . .	Yes, .	Yes, .	All.	3	All.	3	-
Dartmouth, . .	Yes, .	Yes, .	1 to 3	1	4 to 9	1	-
Dighton, . .	Yes, .	Yes, .	1, 2	1	3 to 9	2	-
Easton, . .	Yes, .	Yes, .	1 to 3	½	4 to 9	½ to ¾	80
Fairhaven, . .	Yes, .	Yes, .	1 to 6	1	7, 8	¾	80
Fall River, . .	Yes, .	Yes, .	1 to 6	2	7, 8	2	80
Freetown, . .	Yes, .	Yes, .	1 to 3	¾	4 to 9	½	-
Mansfield, . .	Yes, .	Yes, .	1 to 3	½	4 to 9	½	60
New Bedford, .	Yes, .	Yes, .	1 to 3	½	4 to 9	-	80
N. Attleborough,	Yes, .	Yes, .	1 to 8	1½ to 2½, 12 weeks.	9	1, ½	36
Norton, . .	Yes, .	Yes, .	1 to 3	1 period.	4 to 8	1 period.	-
Raynham, . .	Yes, .	Yes, .	1 to 8	1 period.	9	5 periods.	-
Rehoboth, . .	- -	Yes, .	All.	½	All.	½	-
Seekonk, . .	Yes, .	Yes (?),	All.	- -	4 to 8	- -	-
Somerset, . .	Yes, .	Yes, .	All.	- -	- -	- -	-
Swansea, . .	Yes, .	Yes, .	All.	- -	- -	- -	-
Taunton, . .	Yes, .	Yes, .	1 to 3	½	4 to 8	- -	80
Westport, . .	Yes, .	Yes, .	1 to 3	1	4 to 9	1	24

Acushnet. — No helps.

Attleborough. — No helps except charts in books. "Would comply with the highest law if we had no civil law. This law requires too much time rather than too little."

Berkley. — Charts in some schools, but not in all. School physiology journals. Schools ungraded. "No teacher gives less than three lessons per week, and most of them every day." "All is done that is possible, when the ages of the pupils are taken into consideration." "Many very small children who cannot speak our language, — mainly Portuguese."

Dartmouth. — Physiological charts in many schools. "Teachers are furnished a course of study in physiology and hygiene, its aim being to develop in the children a respect for their bodies, to the end that they may use them properly."

Dighton. — "Manikins."

Easton.—Charts in lower schools. Skeleton, manikin and charts in the high school. "We are as systematic and thorough in the teaching of this branch as we are in the teaching of other subjects."

Fairhaven.—Chart in high school.

Fall River.—Oral instruction "included under observation lessons, to which two hours a week are given. Has first place in these lessons." Charts are furnished.

Freetown.—No helps furnished. Reference books from the public library are used by many teachers.

Mansfield.—No helps.

New Bedford.—"Use a variety of reference books and charts."

North Attleborough.—"Grades 1 to 3, five lessons in two weeks for twelve weeks; 4 to 9, three times in two weeks for twelve weeks." A number of text-books for desk use. "Next year we shall give a more thorough course in this important subject."

Norton.—Chart in each school.

Raynham.—Anatomical charts, with a small reference physiology for desk use.

Rehoboth.—First question not answered. Schools ungraded. Instruction given to the school as a whole. Text-books used in some years. Charts furnished. Two or three lessons a week, probably. "Will try to be better informed on the subject next time."

Seekonk.—Schools ungraded. Instruction given to a school as a whole. "By some teachers in the form of lectures," which pupils are required to write out afterwards. "Others [pupils] read from the books, the teachers making explanations and calling for remarks." No information as to time. Charts and other text-books for reference.

Somerset.—"We teach physiology in all our schools regularly, with special reference to the injurious effects of tobacco and narcotics. The results of such instruction are not always what we desire, especially in regard to tobacco. We certainly have reason to think our efforts are not fruitless."

Swansea.—No text-books used. Reference books and charts. Instruction oral in all grades, about ten minutes each day. Monthly examinations. Results more satisfactory than when text-books are used.

Taunton.—Charts and numerous desk books. Under text-book instruction the intention is "to complete the text-book used during the year's work." "Try to carry out the law in spirit." "Always include questions upon the subject" in the school examinations.

Westport.—Charts in many schools. Course of study provided for the teachers. Aim to develop in children a respect for their bodies, to the end that they may use them properly.

DUKES COUNTY.

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Chilmark, . .	Yes, .	Yes, .	1 to 5	- -	6 to 9	$\frac{1}{2}$	-
Cottage City, .	Yes, .	Yes, .	1 to 5	- -	6 to 9	$\frac{1}{2}$	-
Edgartown, . .	Yes, .	Yes, .	1 to 5	- -	6 to 9	$\frac{1}{2}$	-
Gay Head, . .	Yes, .	Yes, .	Lower.	1	Higher.	- -	-
Gosnold, . .	Yes, .	Yes, .	Lower.	1	Higher.	1	-
Tisbury, . .	Yes, .	Yes, .	1 to 5	- -	6 to 9	$\frac{1}{2}$	-
West Tisbury, .	Yes, .	Yes, .	1 to 5	- -	6 to 9	$\frac{1}{2}$	-

With the exception of Gay Head and Gosnold, the towns of Dukes county are in one superintendency. There is some oral instruction in the sixth grade, where the text-book instruction begins. No time allowance is reported for the oral instruction.

Chilmark. — Anatomical charts and many different text-books.

Cottage City. — Anatomical charts and many different text-books.

Edgartown. — Anatomical charts and many different text-books.

Gay Head. — Only one school, hence a mixed or ungraded school.

Gosnold. — Only one school, hence a mixed or ungraded school.

Tisbury. — Anatomical charts and many different text-books.

West Tisbury. — Anatomical charts and many different text-books.

ESSEX COUNTY.

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Amesbury, . .	Yes, .	Yes, .	1 to 3	1	4 to 8	1, 33 weeks.	40
Andover, . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	4 to 9	$\frac{1}{2}$	56
Beverly, . .	Yes, .	Yes, .	1 to 6	$\frac{1}{2}$	7, 8	5 periods, $\frac{1}{2}$	120
Boxford, . .	Yes, .	Yes, .	Lower.	- -	Upper.	- -	-
Danvers, . .	Yes, .	Yes, .	1, 2, 3, 4, 6, 7	$\frac{1}{2}$	5, 8, 9	$\frac{1}{2}$ to 1	-
Essex, . .	Yes, .	Yes, .	1 to 3	1 $\frac{1}{2}$	4 to 9	1 to 2	25
Georgetown, .	No, .	Yes and no.	1 to 4	- -	5 to 8	3 $\frac{1}{2}$ periods, 18 weeks.	48
Gloucester, . .	Yes, .	Yes, .	4 to 9	1 period.	- -	- -	88

ESSEX COUNTY—*Concluded.*

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Groveland, . .	No, .	No (?), .	- -	- -	- -	- -	20
Hamilton, . .	Yes, .	Yes, .	1 to 3	1 period.	3 to 9	- -	-
Haverhill, . .	Yes, .	Yes, .	1 to 9	1 period.	- -	- -	80
Ipswich, . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	6 to 9	$\frac{1}{2}$ daily.	-
Lawrence, . .	Yes, .	Yes, .	1 to 9	$\frac{1}{2}$	- -	- -	50
Lynn, . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	5 to 9	- -	80
Lynnfield, . .	Yes, .	Yes, .	1 to 5	- -	6 to 9	- -	-
Manchester, . .	Yes, .	Yes, .	1 to 3	- -	3 to 7	- -	100
Marblehead, . .	Yes, .	Yes, .	1 to 3	- -	9	$\frac{1}{2}$, 3 months.	-
Merrimac, . .	Yes, .	Yes, .	1 to 7 or 8	- -	7 to 9	$\frac{1}{2}$	20
Methuen, . .	Yes, .	Yes, .	Lower.	- -	7 to 9	- -	-
Middleton, . .	Yes, .	Yes, .	1 to 5	2	6 to 8	1	-
Nahant, . .	No, .	No, .	- -	- -	- -	- -	75
Newbury, . .	Yes, .	Yes, .	All.	1 period.	- -	- -	-
Newburyport, . .	Yes, .	Yes (?), .	All.	$\frac{1}{2}$	- -	- -	40
North Andover, . .	Yes (?), .	No (?), .	All.	1 period.	- -	- -	60
Peabody, . .	Yes, .	Yes, .	1 to 7	$\frac{1}{2}$	8, 9	1 to 1 $\frac{1}{2}$	-
Rockport, . .	Yes, .	Yes, .	1, 2	5 periods, 15 weeks.	3 to 8	1, 15 weeks.	38
Rowley, . .	No, .	No, .	- -	- -	- -	- -	-
Salem, . .	Yes, .	Yes(?), .	All.	$\frac{1}{2}$	- -	- -	-
Salisbury, . .	Yes, .	Yes, .	1 to 3	2 $\frac{1}{2}$	4 to 9	2 $\frac{1}{2}$	-
Saugus, . .	Yes, .	Yes, .	All.	2 periods, $\frac{1}{2}$ months.	- -	- -	48
Swampscott, . .	Yes, .	Yes, .	1 to 3	- -	4 to 8	1	-
Topsfield, . .	Yes, .	Yes, .	3, 4	2 periods.	6, 9	2 periods.	-
Wenham, . .	Yes, .	Yes, .	1 to 3	5 periods.	4 to 9	- -	-
West Newbury, . .	Yes, .	Yes, .	1 to 3	1 period.	4 to 9	$\frac{1}{2}$	48

Amesbury.—Physiological charts.

Andover.—Reference books. No charts. Microscope in ninth grade. "Our teachers attempt a good deal in regard to cigarette smoking, both in class work and by private talk with the boys."

Beverly.—Oral instruction "twenty-five minutes per week for forty weeks." Plenty of reference books. Anatomical models. "Teach too much rather than too little." "Endeavor to teach practical hygiene of eating, dress, sanitation, etc."

Boxford.—Schools ungraded. Teachers have recitations once or

twice a week for the older pupils, who use text-books. Younger pupils get more or less from such oral instruction as may be given. Charts. The chairman of the committee, a physician, has sometimes explained these charts to the pupils. "We try to comply with the law, so far as we can." Subject difficult to teach, and teachers frequently lack the knowledge needed to teach it properly.

Danvers. — No helps mentioned. Printed schedule of time allowances for the several subjects in each grade furnished. Teachers average more than schedule time.

Essex. — Oral instruction "generally three times per week," about one half hour each time, but "varied oftentimes." Charts, public library books and papers taken by teachers.

Georgetown. — Oral instruction in grades 1 to 4; in one case, in grades 5 and 6. "Five minutes per lesson, one lesson a week, thirty-six weeks." No helps in lower schools. Charts and reference books in high school. "About fifty pupils out of three hundred and fifty in town have some instruction in effects of alcoholic stimulants and tobacco." Eight teachers report that they have no definite times and places for the required instruction; three, that they have such times and places.

Gloucester. — "With charts in ninth grade." "No text-books in hands of pupils. A variety of text-books in the hands of teachers."

Groveland. — The answer to the second question is "generally, no." There is some instruction, however, one school giving one oral lesson a week, fifteen minutes per lesson, for eight weeks, to grades 1 and 2; and another one oral lesson per week, thirty minutes per lesson, for thirty-six weeks, to grades 6 and 7. Three schools give one or two lessons a week for ten weeks in one case and thirty-six weeks in the other two. "Oral or written instruction given to about one fourth of the enrolment." No helps except charts in the high school.

Hamilton. — "Teachers are directed to give one lesson each week," with text-books, in grades 4 to 9. No help except charts. "As a rule, our teachers have a lesson in physiology every Friday." "Just had a thorough test from grade 4 up."

Haverhill. — Charts. Teachers are furnished with a physiology. No text-books in hands of pupils.

Ipswich. — Reference books. Charts in high and grammar grades. Oral instruction in the primary grades at "meetings of society of 'bands of mercy.'"

Lawrence. — Text-books not used in elementary grades, except such as are at teachers' desks. No one book approved for elementary grades. Charts for higher grades.

Lynn.— Stated lectures in high school supplemented by text-books. Charts, reference books and handbooks. "Vigilance on part of a few parents and the superintendent has kept the work near the standard of compliance."

Lynnfield.— "Each of our teachers has several classes [grades?] and has a very short time for any recitation." "A few minutes daily."

Manchester.— Reference books. "Twenty weeks in lower grades, with nature study," but no time allowances reported. "We aim to keep the law, and, as far as we can consistently, avoid extremes."

Marblehead.— "Notes kept in upper grades." No time allowances reported for lower grades.

Merrimac.— Charts in 8th and 9th grades. High school, — no course last year. No time allowances reported for oral instruction.

Methuen.— No time allowances reported. As to helps for teachers, the reply is, "Only such as are used to help illustration of subject."

Middleton.— Oral instruction "perhaps two hours a week." Text-book instruction "one hour a week, I should say." No helps to any extent. Two or three text-books at the teacher's desk. "Scholars take notes from readings."

Nahant.— "All the work below the high school is oral. The lessons are given at no stated time." No time allowances, no helps; nothing else reported.

Newbury.— School ungraded. All instruction oral. Text-books for teachers' desks. "We try to fulfil the requirements of the law with \$3,000" to do the work of \$4,000.

Newburyport.— Teachers "generally" have definite times and places for the instruction. No text-books except in high school. No helps except in high school.

North Andover.— The first question is answered thus: "Yes, according to the needs of the town, as the committee regard them." The second thus: "No, not as to time. It is, however, a definite branch in the printed course of study." No text-books in lower grades. As to helps, "very little except as to books, within the last few years, at least. There may be charts which have been banished to the closets and which I have not seen. That's where they usually go after the first year in other towns." "Committee have endeavored to carry out the spirit of genuine temperance instruction as required by the public statutes, but probably not in a manner to suit text-book publishers or fanatics. As a result, we have less cigarette smoking, at least, than in any other town where I have been employed."

Peabody.— Two or three series of charts.

Rockport. — "Little talks daily on temperance and health for fifteen weeks" to grades 1 and 2. Grades 3 and 4 devote an hour a week to reading suitable matter in connection with language work. No helps reported except charts.

Rowley. — "Only a few five-minute talks during the year, as suggested in connection with other subjects."

Salem. — "The course of study requires one hour a week in all primary and grammar grades. This is practically cut down probably about one half, and in all grades the teaching is largely oral, — in the primary grades altogether oral." No helps reported.

Salisbury. — "Think we do not give as much attention to the subject as its importance merits."

Saugus. — First two inquiries answered by the word "certainly." A variety of books for teachers. "In all grades we emphasize the positive side of the subject."

Swampscott. — Oral instruction as "a part of the nature work." Text-book instruction twice a week, half hour each lesson. Charts.

Topsfield. — Charts and manikin.

Wenham. — "Same provision . . . as for history, geography, etc." For oral work, daily talks of eight to ten minutes each. Charts. "Teachers are instructed to carry out the letter and spirit of the law."

West Newbury. — No helps reported.

FRANKLIN COUNTY.

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Ashfield, . .	Yes, .	Yes, .	Primary.	5 periods, 14 weeks.	- -	- -	60
Bernardston, .	Yes, .	Yes (?),	Nearly all.	- -	- -	- -	60
Charlemont, .	Yes, .	Yes, .	1 to 3	1 period.	4 to 8	1 period.	-
Colrain, . .	Yes, .	Yes, .	1 to 3	1 period, 16 weeks.	4 to 9	1 period, 12 weeks.	-
Conway, . .	Yes, .	Yes, .	1 to 3	66 periods.	6, 8, 9	66 to 99 periods.	120
Deerfield, . .	Yes, .	Yes, .	1 to 4	2 periods, 1 term.	5, 8	4	-
Erving, . .	Yes, .	Yes, .	1 to 6	75 periods.	7 to 9	75 periods.	-
Gill, . . .	Yes, .	Yes, .	1 to 6	$\frac{1}{2}$	- -	- -	-
Greenfield, . .	Yes, .	Yes, .	1 to 3	1 month.	4 to 9	1 month.	60
Hawley, . .	Yes, .	Yes, .	1 to 3	2 periods.	4 to 8	2 periods.	-
Heath, . . .	Yes, .	Yes, .	1 to 3	45 periods.	4 to 9	45 periods.	-
Leverett, . .	Yes, .	Yes (?),	Lower.	- -	Upper.	- -	-

FRANKLIN COUNTY—*Concluded.*

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Leyden, . .	Yes, .	Yes, .	- -	- -	All.	1 period.	-
Monroe, . .	Yes, .	Yes, .	1 to 3	- -	4 to 9	- -	-
Montague, . .	Yes, .	Yes, .	1 to 3	1 period.	4 to 10	1 period.	-
New Salem, . .	Yes, .	Yes, .	Lower.	2 periods.	Upper.	2 periods.	50
Northfield, . .	Yes, .	Yes, .	1 to 7	$\frac{1}{2}$	8, 9	1	-
Orange, . .	Yes, .	Yes, .	1 to 7	- -	7 to 9	3 periods, 14 weeks.	-
Rowe, . .	Yes, .	Yes, .	Lower.	- -	Upper.	1	-
Shelburne, . .	Yes, .	Yes, .	1 to 3	1 period, 16 weeks.	4 to 9	4 periods, 12 weeks.	95
Shutesbury, . .	Yes, .	Yes, .	Ungraded.	3 periods.	- -	- -	-
Sunderland, . .	Yes, .	Yes, .	1 to 3	3 periods.	3, 6	5 periods, 12 weeks.	-
Warwick, . .	Yes, .	Yes, .	1 to 7	$\frac{1}{2}$	8, 9	1	-
Wendell, . .	Yes, .	Yes, .	Lower.	75 periods.	7 to 9	75 periods.	-
Whately, . .	Yes, .	Yes (?),	1 to 4	$\frac{1}{2}$	6, 8	$\frac{1}{2}$	-

Ashfield. — Reference books for high school teachers.

Bernardston. — Teachers required by the committee to give the instruction. "Some of them [*i.e.*, the teachers] do [*i.e.*, have definite times and places] for such an arrangement." Oral instruction in most of the schools. "Cannot give the approximate time." Text-books used in one or two of the schools. "Have adopted no particular text-book." "Told the teachers to follow any standard work." No helps. "Access to an excellent town library." "Oral instruction ought to be sufficient for the public schools [*i.e.*, the elementary] and text-books and charts reserved for the institute [*i.e.*, for the high school]." "If we are not complying with the State regulations, we wish to know it."

Charlemont. — Charts in some schools.

Colrain. — Charts for each school. "In the country schools the first three grades take it one term, the second three the next term and the 7th to 9th grades the third term.

Conway. — A few charts. School Physiology Journal furnished by the W. C. T. U. "As our schools are graded with three classes in each room, it was thought best to restrict the study to one class in the intermediate and two in the grammar, the study continuing until books are completed, instead of taking a few lessons all along, making too many daily recitations."

Deerfield. — Charts for most pupils, — “all but the outside schools.”

Erving. — Charts in some schools.

Gill. — No helps reported.

Greenfield. — A few reference books and a set of charts.

Hawley. — No helps.

[*Heath.* — Charts. Forty-five to fifty lessons a year “in all our schools.”

Leverett. — No helps. “Our children at ten or twelve are quite familiar with the subject. Schools are ungraded. No time allowances reported.”

Leyden. — No graded schools. “Text-book is used wholly.” Charts.

Monroe. — No helps. No time allowances reported.

Montague. — “We mean to devote thirty-five to forty minutes a week to it as a special recitation.” Charts and two pasteboard manikins.

New Salem. — Schools ungraded. Teachers directed to give two lessons a week. “Every member of our school board is a prohibitionist, and anxious to have the subject of the use and abuse of intoxicating liquor fully and properly taught.” Some complaint about lack of attention to the subject. Chief complaint from one who probably wants daily recitations. Committee believes it is doing right in its provisions. Charts. Some of them represent the natural stomach and the inebriate’s; “not being aware how true they might be, we have not urged their use.”

Northfield. — Charts.

Orange. — Charts. No time allowances for oral instruction reported.

Rowe. — Charts. No time allowances reported for oral instruction. Schools ungraded.

Shelburne. — Some of the schools ungraded. Charts for each school.

Shutesbury. — No helps reported. “Our schools are not graded.” “Instruction given, either oral or with aid of text-books. Not less than three lessons per week.”

Sunderland. — In third grade, three lessons a week for fourteen weeks. “We believe in giving this instruction an appropriate time and place, but do not care to consider it more important than other branches of study, with all due respect to the opinions of some well-meaning but over-zealous individuals.”

Warwick. — Charts in some schools.

Wendell. — Charts in some schools.

Whately. — Teachers have definite times and places “when the

text-book is used." "Some teachers give oral instruction. Some are "unable to do this kind of work." No helps. Ladies of the W. C. T. U. supply each teacher with the School Physiology Journal.

HAMPDEN COUNTY.

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Agawam, . .	No (?),	Yes, .	1 to 8	$\frac{1}{2}$	9	- -	-
Blandford, . .	Yes, .	Yes, .	- -	- -	5 to 9	$\frac{1}{2}$	-
Brimfield, . .	Some,	No, .	- -	- -	- -	- -	-
Chester, . .	Yes, .	Yes, .	1 to 4	1	5 to 8	5 periods, 12 weeks.	-
Chicopee, . .	Yes, .	Yes, .	1 to 8	1 period.	9	5 periods, 1 term.	-
E. Longmeadow, . .	Yes, .	Yes, .	1 to 5	$\frac{1}{2}$	5 to 9	1	-
Granville, . .	Yes, .	Yes, .	All.	- -	5 to 9	2 periods, 1 term.	-
Hampden, . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	5 to 6	2	-
Holland, . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	4 to 9	$\frac{1}{2}$	-
Holyoke, . .	Yes, .	Yes, .	1 to 3	12 per year.	4 to 9	20 per year.	-
Longmeadow, . .	Yes, .	Yes, .	1 to 5	1, 19 weeks.	6 to 9	1, 19 weeks.	-
Ludlow, . .	Yes, .	Yes, .	1 to 4	1, 18 weeks.	4 to 9	1	40
Monson, . .	Yes, .	Yes, .	5, 6	60 periods.	8	60 periods.	75
Montgomery, . .	Yes, .	Yes, .	All.	2	- -	- -	-
Palmer, . .	Yes, .	Yes, .	1 to 4	1	5 to 9	1	-
Russell, . .	Yes, .	Yes, .	Younger.	3 periods.	Older.	5 periods.	-
Southwick, . .	Yes, .	Yes, .	1 to 3	1	4 to 8	1	-
Springfield, . .	Yes, .	Yes, .	1 to 3	30 periods.	4 to 9	40 periods.	-
Tolland, . .	Yes, .	Yes, .	Younger.	3 periods.	Older.	3 periods.	-
Wales, . .	Yes, .	Yes, .	1 to 7	1	8, 9	3 periods.	-
West Springfield, . .	Yes, .	Yes, .	Lower.	2 periods.	Higher.	3 periods.	-
Westfield, . .	No, .	No, .	- -	- -	- -	- -	60
Wilbraham, . .	Yes, .	Yes, .	1 to 3	2 periods, 19 weeks.	4 to 8	2 periods, 19 weeks.	-

Agawam.— "Follow State course." "Occasional talks on temperance." No definite times and places heretofore; teachers instructed to provide them hereafter. Various physiologies, but no charts. Teachers directed to have one lesson a week with special reference to effects of alcoholic drinks, etc. Some teachers think such instruction does more harm than good. It is thought proper to teach the public school children something of the evils of an

intemperate life. To teach something dogmatically, however, that is only a matter of opinion "sets a dangerous precedent." "If the partisans of one side of this disputed question may invoke the authority of the Commonwealth to compel the teaching of their particular dogma or theory, why may not the partisans of other disputed dogmas or theories do the same?" There is a tendency, in some cases, "to create in the minds of children a morbid desire for the forbidden drinks," and an instance is cited.

Blandford. — "Teachers are instructed to do what is required by law." "Very little oral work is done." No helps.

Brimfield. — "Not very definite" provision made by the committee, and none by the teachers. "We expect, beginning with September, to have the matter definitely fixed." Except in the academy, no text-books "that I am aware of." No helps. "Room for improvement. We shall try to improve."

Chester. — No helps reported.

Chicopee. — Desk physiologies for helps.

East Longmeadow. — Charts for higher grades.

Granville. — No helps. "Follow the course prepared by the State Board of Education."

Hampden. — For helps "all books recommended by the superintendent are furnished."

Holland. — No helps reported.

Holyoke. — A few charts; some excellent models; books at teachers' desks. "Teachers are earnest to do the best that is possible with this very difficult work." "Our most pressing need is how to check cigarette smoking."

Longmeadow. — No helps.

Ludlow. — No helps reported.

Monson. — Majority of schools have a manikin; high school, a skeleton. No charts about "alcoholic stimulants." "Aim to give children a right conception of the question." "As much harm is done by over-teaching it as in under-teaching it." "Probably every teacher gives daily instruction in true temperance."

Montgomery. — Text-book instruction is also reported. "Would like to do more than we are doing."

Palmer. — "Reference books and charts are used." "We are careful to comply with the law."

Russell. — Charts for all schools. "Committee, when visiting schools, talk the matter over with the teachers and scholars, to show them the importance of such instruction." Oral instruction for pupils under ten, text-book instruction for the rest. Schools ungraded. Schools visited, to see that committee's instructions are followed.

Southwick. — No helps reported.

Springfield. — “In grade 10 it is taught in connection with biology.”
Reference books. “Comply quite fully with the spirit and letter of the present law.” High school instruction confined to the first year.

Tolland.—Schools small and ungraded. Older pupils use text-books.

Wales.—No helps reported.

West Springfield.—But few helps are provided. Amount of instruction “seems to have varied in different schools.”

Westfield.—“No definite amount” of oral instruction. No helps. No text-books. “Plan to have them,”—that is, definite times and places in the daily programs for the required instruction.

Wilbraham.—No helps reported.

HAMPSHIRE COUNTY.

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Amherst, . .	Yes, .	Yes, .	4 to 6	30 to 60 periods.	7 to 9	60 to 80 periods.	152
Belchertown, .	Yes, .	Yes, .	Ungraded.	-	-	-	-
Chesterfield, .	Yes, .	Yes, .	Primary.	$\frac{1}{2}$ to $\frac{1}{2}$	Upper.	$\frac{1}{2}$	-
Cummington, .	Yes, .	Yes, .	Lower.	50 minutes.	Upper.	1 $\frac{1}{2}$	-
Easthampton, .	Yes, .	Yes, .	4 to 8	1 period, 2 terms.	9	-	48
Enfield, . .	Yes, .	Yes, .	Lower.	-	Higher.	-	-
Goshen, . .	Yes, .	Yes, .	Primary.	$\frac{1}{2}$	Grammar.	-	-
Granby, . .	Yes, .	Yes, .	1 to 3	1 period.	4 to 8	1 period.	50
Greenwich, . .	-	Yes, .	Lower.	-	Higher.	$\frac{1}{2}$	-
Hadley, . .	Yes, .	Yes, .	1 to 5	1	6 to 9	1	-
Hatfield, . .	Yes, .	Yes, .	Lower.	1 period, 1 term.	Upper.	-	-
Huntington, .	Yes, .	Yes, .	1 to 8	1 period.	4 to 9	-	-
Middlefield, .	No, .	Yes, .	-	-	-	-	-
Northampton, .	Yes, .	Yes, .	1 to 8	$\frac{1}{2}$ to 1 $\frac{1}{2}$	6 to 9	1 to 1 $\frac{1}{2}$	-
Pelham, . .	Yes, .	Yes, .	-	-	-	-	-
Plainfield, . .	Yes (?),	No, .	-	-	-	-	-
Prescott, . .	Yes, .	Yes, .	Lower.	50 per year.	Upper.	50 per year.	-
South Hadley, .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	5 to 9	1	40
Southampton, .	Yes, .	Yes, .	1 to 8	1 period.	9	-	-
Ware, . .	Yes, .	Yes, .	1 to 5	-	6 to 9	-	40
Westhampton, .	Yes (?),	Yes (?),	Lower.	-	Upper.	-	-
Williamsburg, .	Yes, .	Yes, .	1 to 3	$\frac{3}{4}$ to 1	4 to 9	$\frac{1}{2}$	60
Worthington, .	Yes, .	-	1 to 4	$\frac{1}{2}$	5 to 9	$\frac{1}{2}$	-

* Two or three periods, one year.

Amherst. — Reference books and a few charts. Thorough course in the high school of seventy lessons.

Belchertown. — “The school committee are in sympathy with this requirement, and during the last year have examined different text-books, with a view to seeking the best results from this study. I wish to answer these questions truthfully, and think I have; but I must explain that in some years we have no instruction in physiology and hygiene. The next year we put two classes together. This seems better when classes are small.”

Chesterfield. — “Ten to fifteen minutes twice each week.” “A manikin chart.”

Cummington. — Schools ungraded.

Easthampton. — Some of the lower grades have text-books. “No special text-books.” No helps.

Enfield. — Oral instruction “varies in different schools.” Text book instruction, — “this year it has been much broken in time.” No helps. “We intend to comply with the law, although the committee as a whole do not believe in mechanical application of it.”

Goshen. — No helps. No time reported for oral instruction.

Granby. — “Forms a part of our printed course, and teachers do not neglect it.” No helps reported.

Hadley. — Some charts, but on the whole, few helps. Examinations in physiology as in other studies.

Hatfield. — Schools variously graded. Oral instruction in the two older primary grades, one or two terms a year. Text-books in 7th and 8th grades, two or three terms in the two years. Charts. “The oral teaching is very much what the qualifications and tastes of the teacher make it.” “The superintendent and not the committee is responsible for any shortcomings in the plan of instruction, for it has been entirely in his hands,” observes the superintendent. “The moral effect of the instruction given has been thought to be stronger than if points were repeated *ad nauseam*.”

Huntington. — “Have charts.” “Aim to give the instruction in connection with regular school work.”

Middlefield. — Schools ungraded or rural. No estimate can be given about time for oral instruction. As to text-book instruction, “each teacher manages the matter for herself, and forms classes as she thinks best.” “We have a large chart.”

Northampton. — Few helps. “A carefully arranged plan for different grades is about to be placed in the hands of the teachers, which will greatly aid in the work.”

Pelham. — Schools ungraded. No helps. “Three lessons per

week of about fifteen minutes each." "Each lesson is supplemented with oral instruction."

Plainfield.—No further provision by the committee "than to adopt a text-book in physiology containing a chapter devoted to the subject in question." Schools ungraded. Text-books used by older pupils. No time allowances reported. One or two "physiological charts or manikins, not, however, specially adapted to this particular line of instruction."

Prescott.—Schools ungraded. Charts. "We aim to have every pupil know what are the effects of stimulants and narcotics on the human system."

South Hadley.—A few charts. Plaster of Paris forms.

Southampton.—"Provided for in the course printed by the superintendent." "No special text-book."

Ware.—"We cover practically in each grade the work as laid down in the course of study by Mrs. Mary H. Hunt." Manikin. Reference books.

Westhampton.—"Special temperance lessons at least one day in every week." "A chart." No graded system.

Williamsburg.—Some schools ungraded; in these, "fifteen minutes, twice a week, for thirty-six weeks." Some reference books. Examinations above fourth grade.

Worthington.—Some charts.

Greenwich.—"We request teachers to give such instruction." Schools ungraded. Six text-books have been authorized by the committee. Talks, reading by the pupils, clippings from papers and blackboard work. No helps outside of books reported.

MIDDLESEX COUNTY.

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Acton, . . .	Yes, .	Yes, .	1 to 5	1 term.	7 to 9	1 term.	80
Arlington, . .	Yes, .	Yes, .	1	$\frac{1}{2}$	2 to 8	$\frac{1}{2}$ to 1	-
Ashby, . . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	5 to 8	$\frac{1}{2}$	60
Ashland, . . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	4 to 9	$\frac{1}{2}$	-
Ayer, . . .	Yes, .	Yes, .	1 to 9	1 $\frac{1}{2}$, 6 weeks.	4 to 9	1 $\frac{1}{2}$, 6 weeks.	45
Bedford, . . .	Yes, .	Yes, .	1 to 3	2 periods.	4 to 8	2 periods.	80
Belmont, . . .	Yes, .	Yes, .	1 to 8	1 $\frac{1}{2}$ to 3 $\frac{1}{2}$	9 to 10	3 $\frac{1}{2}$, 20 weeks.	100

MIDDLESEX COUNTY — *Continued.*

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Billerica, . . .	Yes, .	Yes, .	1 to 3	2 periods.	4 to 9	1 to 2 periods.	40
Borborough, . .	Yes, .	Yes, .	Ungraded.	$\frac{1}{2}$ to $\frac{1}{2}$	Ungraded.	$\frac{1}{2}$ to $\frac{1}{2}$	-
Burlington, . .	Yes, .	Yes, .	1 to 3	2 periods.	4 to 9	2 periods.	-
Cambridge, . .	Yes, .	Yes, .	1 to 9	$\frac{1}{2}$ to $\frac{1}{2}$	- -	- -	40
Carlisle, . . .	No, .	No, .	- -	Some.	- -	Some.	-
Chelmsford, . .	Yes, .	Yes, .	1 to 7	$\frac{1}{2}$ to $\frac{1}{2}$	8 to 9	$\frac{1}{2}$ to $\frac{1}{2}$	120
Concord, . . .	Yes, .	Yes, .	4	$\frac{1}{2}$ year.	7	$\frac{1}{2}$ year.	60
Dracut, . . .	Yes, .	Yes, .	1 to 3	1 period.	4 to 9	42 periods.	-
Dunstable, . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	5 to 8	$\frac{1}{2}$, 2 terms.	-
Everett, . . .	Yes, .	Yes, .	1 to 3	3 periods, 12 weeks.	4 to 9	3 periods, 16 weeks.	-
Framingham, . .	Yes, .	Yes, .	1 to 6	- -	7 to 9	- -	-
Groton, . . .	Yes, .	Yes, .	2 to 4	$\frac{1}{2}$ to $\frac{1}{2}$	5 to 8	$\frac{1}{2}$ to 1	120
Holliston, . .	Yes, .	- -	None.	- -	All.	- -	40
Hopkinton, . .	Yes, .	Yes, .	1 to 4	1	5 to 9	1	-
Hudson, . . .	Yes, .	Yes, .	2, 5	$\frac{1}{2}$	5 to 8	$\frac{1}{2}$ to 1	60
Lexington, . .	Yes, .	Yes, .	1 to 5	30 periods.	6 to 9	30 periods.	60
Lincoln, . . .	Yes, .	Yes, .	1 to 3	76 periods.	4 to 8	38 to 76 periods.	-
Littleton, . .	Yes, .	Yes, .	1 to 5	- -	6 to 8	5 periods, 1 term.	-
Lowell, . . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	5 to 8	$\frac{1}{2}$	90
Malden, . . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	4 to 9	$\frac{1}{2}$	40
Marlborough, . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$, 15 weeks.	5 to 9	1, $\frac{1}{2}$ year.	-
Maynard, . . .	- -	Yes, .	1 to 9 (?)	2	4 to 9	2	150
Medford, . . .	Yes, .	Yes, .	4, 5	- -	6 to 11	$1\frac{1}{2}$ to 2	80*
Melrose, . . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	4 to 9	1	-
Natick, . . .	Yes, .	Yes, .	1 to 4	1 to $1\frac{1}{2}$	5 to 9	$1\frac{1}{2}$ to 2	80
Newton, . . .	Yes, .	Yes, .	1 to 3	1	- -	- -	80
North Reading, .	Yes, .	Yes, .	1 to 3	1 period.	4 to 9	3 periods, 14 weeks.	-
Pepperell, . .	Yes, .	Yes, .	1 to 3	1 to 2 periods.	4 to 8	1 period.	-
Reading, . . .	Yes, .	Yes, .	1 to 3	- -	3 to 8	1	80
Sherborn, . . .	Yes, .	Yes, .	1 to 3	5 periods.	4 to 7	5 periods.	55
Shirley, . . .	Yes, .	Yes, .	1 to 4	1	5 to 9	$\frac{1}{2}$	-
Somerville, . .	Yes, .	Yes, .	1 to 6	$\frac{1}{2}$ to $\frac{1}{2}$	7 to 9	- -	80
Stoneham, . .	Yes, .	Yes, .	1 to 9	† - -	- -	- -	(?)
Stow, . . .	Yes, .	Yes, .	1 to 3	1, 1 to 2 terms.	4 to 9	5 periods, 1 term.	35

* One hour three times a week for three months.

† Two to three periods, five months.

MIDDLESEX COUNTY—*Concluded.*

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Sudbury, . .	- -	Yes, .	1 to 4	$\frac{1}{2}$	4 to 9	1 to 2 periods.	-
Tewksbury, .	Yes, .	Yes, .	1 to 3	1 period.	4 to 9	42 periods.	36
Townsend, . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	5 to 9	$\frac{1}{2}$	45
Tyngsborough, .	Yes, .	Yes, .	1 to 3	1 period.	4 to 9	42 periods.	-
Wakefield, . .	Yes, .	Yes, .	1 to 3	1 period, $\frac{1}{2}$ year.	4 to 9	1 period, $\frac{1}{2}$ year.	80
Waltham, . .	Yes, .	Yes, .	1 to 3	1	4 to 9	1	-
Watertown, . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	4 to 9	1 period.	-
Wayland, . .	Yes, .	Yes, .	3, 4	2 periods.	5 to 9	3 periods.	-
Westford, . .	Yes, .	Yes, .	1 to 5	5 periods, 1 term.	6 to 8	5 periods, 1 term.	-
Weston, . .	Yes, .	Yes, .	1 to 9	- -	7	1 period.	-
Wilmington, .	Yes, .	Yes, .	4 to 7	1 period.	- -	- -	36
Winchester, .	Yes, .	Yes, .	1 to 4	- -	5 to 8	50 periods.	100
Woburn, . .	Yes, .	Yes, .	1 to 9	10 per year.	- -	- -	60

Acton.—“Oral in first five grades, in connection with nature work.” “Not much” in way of reference books or charts. “The subject of narcotics is taught when the child can see the real effect, and not the word of teacher or book.”

Arlington.—It was voted by the committee Jan. 24, 1899, “that all teachers give especial force to matters of cleanliness, health, proper food and clothing, care, control and exercise of the body, and teach in the most judicious and thorough manner the effects of alcoholic drinks, stimulants and narcotics on the human system.” A printed course of study for physiology and hygiene accompanied the returns.

Ashby.—“Desk books” used.

Ashland.—“Manikin.” “We fully comply with the law.”

Ayer.—“We are planning to enrich this study by more experimental work, less book study.”

Bedford.—“Complete school chart.”

Belmont.—“A manikin chart; also models of the brain, eye, ear.” “We try to conform to the statute, and do as little harm in so doing as possible.”

Billerica.—No helps.

Boxborough.—“We furnish some books from which to teach younger children.”

Burlington. — We have "the complete school chart."

Cambridge. — "Manikins, charts, models and various reference books for pupils and teachers are authorized for the high schools. There are reference books in all the other schools. Talks are given in the Rindge Manual Training School by leading physicians. Last year Mrs. M. E. A. Gleason, State superintendent of narcotics of the W. C. T. U., spoke to all the teachers, and later, by request, spoke in some of the schools."

Carlisle. — "While the subject has been given some attention, no regular time has been given to it, and no regular system has been adopted." "The teaching has been spasmodic rather than systematic. The subject is, however, taught to a greater or less extent."

Chelmsford. — Charts and books of reference. E. H. Chamberlain, M.D., member of the school board, has spoken to pupils on subjects selected by the teachers.

Concord. — "We have always retained the old threefold division of our schools into primary, grammar and high. Instruction in physiology and hygiene is given one half year each in the primary, grammar and high schools." The grades selected for the instruction are the fourth, in which it is partly oral and partly text-book, the seventh, and the last year of the high school.

Dracut. — "One chart for all the schools." "In the mixed school it has been found impossible to give as much time as stated." "In few of the schools only are the results satisfactory." "Required in all grades except the primary, fourteen weeks, three periods each week or an equivalent in time."

Dunstable. — "The full letter of the law may not be complied with, but faithful teachers have attended to the spirit of it."

Everett. — "Some miscellaneous charts." "Plan seems to be satisfactory."

Framingham. — No time allotments reported. "Charts in each grammar school."

Groton. — No reference books or charts.

Holliston. — "All grades have some sort of text-book, but the amount of time spent has depended entirely upon the sympathy of the individual teacher with the instruction." "No oral instruction, so far as I have been able to ascertain, from the teachers." No reference books or charts, "but we are willing to give anything the superintendent asks for." "The whole thing has been unsatisfactory, inasmuch as it lacks definiteness and the interest of the teaching force."

Hopkinton. — No reference books or charts.

Hudson. — No reference books or charts.

Lexington. — Public library; several charts; as much help as in other subjects. "We comply as well as we can with the spirit of the law, as well as its text." "If we were left free from outside pressure for a few years, we could develop a much better course than that we now follow. We should teach more hygiene and less pathology; we should defer all anatomical work until the upper grades were reached. We should not teach physiology to small children."

Lincoln. — "The complete school chart."

Littleton. — Help, "some, not much."

Lowell. — "Definite times and places are provided in the course of study, and I know personally that teachers give attention to the subject, but I do not see the individual programs of individual teachers." "Charts are supplied to each grammar school."

Malden. — "We have subscribed for the School Physiology Journal (fifty copies), and placed them in the hands of the teachers." "We have tried to be good."

Marlborough. — Provided for "under the general head of nature study." Has "an equal footing with other subjects in natural science, and receives more time." "A variety of text-books." "Our teachers understand that they are to comply with the spirit of the law." "Many of them perform more work" than that indicated.

Maynard. — Oral instruction, "perhaps two hours a week in each grade." No helps.

Medford. — "No means of knowing" the time given to oral instruction. "It is classed with science, and subjects only are indicated, leaving teachers to give the necessary time." "We have no equipment, except in high school, of any kind except charts in grammar schools." "We omit instruction in this subject in grades 1 and 2, and this year we have suspended it temporarily in 4, 5 and 7, to try the experiment of allowing previous instruction to sink in and take root, rather than to weary pupils by frequent repetition. Such an arrangement is likely to be permanent." In the high school "we conduct the work by the library and laboratory method."

Melrose. — No helps reported.

Natick. — "Charts in high school." "We believe in emphasizing hygiene and avoiding morbid anatomy and too many details about the manufacturing of liquors and about their colors and flavors, etc."

Newton. — "Science teacher was commissioned last year to look the matter up, and she reported that the law was being fully complied with."

North Reading. — In primary grades included with nature study, one period weekly being given to physiology and hygiene. "In mixed schools it has been found impossible to give as much time" as

in other schools. "In a few of the schools only are results satisfactory." "One chart for all schools."

Pepperell. — No charts or reference books. "We comply with the law fully as far as the spirit of the law goes. We consider the letter of the law nonsense."

Reading. — "Physiology Journal is accessible to every teacher." Charts and reference books as called for by teachers. "Assure you that the law has been observed."

Sherborn. — No helps. "We try to give the pupils a general knowledge of the subject."

Shirley. — "We keep the spirit of the law, I think." Charts.

Somerville. — "Each school building has a set of charts." No definite instruction in the Latin School. No times reported for textbook instruction.

Stoneham. — "Pupils are not furnished with a regular text-book in any grade, but numerous copies of different text-books are used." "Have a few old charts." Reference books. "Grades 1 to 4 inclusive are asked to emphasize *temperance* rather than *intemperance*."

Stow. — "Manikin for high school." "Our work in physiology and hygiene is assigned to the winter term of nine or ten weeks, when books are used. Oral instruction twice a week for two terms if necessary."

Sudbury. — No course of study dealing with the subject in detail. "General understanding on the part of the committee and teachers" that the subject is to be taught. No books of reference nor charts.

Tewksbury. — Times for mixed schools are less than those reported. "One chart for all the schools." "In few of the schools only are the results satisfactory."

Townsend. — Charts for the high school. "Not compulsory in high."

Tyngsborough. — Less times for mixed schools. "One chart for all schools." "In few schools only are results satisfactory."

Wakefield. — No helps reported.

Waltham. — Oral instruction is classed with nature study, to which one hour a week is assigned. "The intent has evidently been to comply with the law in its extreme interpretation. Much of the teaching is perfunctory, chiefly because the books are deadening to real teaching, but teachers are conscientious about it."

Watertown. — "We direct the emphasis upon the side of morals and humanity, and keep the hideous in the background."

Wayland. — Oral instruction in the first two grades comes "under the head of general morning talks." "Physiological charts."

Westford. — "We try to treat the subject scientifically, letting the child know the physiology and then the effect of alcohol."

Weston. — Informal oral instruction “practically in every grade.” “The subject is thoroughly taught to each child who passes through the lower grades, and repeated if he enters the high school.” “Our instruction is acceptable to the parents.”

Wilmington. — “Physiologies, temperance stories, etc.” “All our teachers have a strong influence in favor of temperance, in fact, of total abstinence; but they are generally opposed to instructing the children in forms of vice which are or would be otherwise unknown or, at least, slightly known.”

Winchester. — “Can give no reliable approximation of time” for oral instruction. It is often “correlated with work in other lines and cannot be easily timed.” “Our compliance, while probably satisfying the requirements of the law, might be made more definite and systematic. We aim to improve the work this year, but intend to avoid efforts to make our teachers the slaves of routine.”

Woburn. — Charts and books of reference. “Oral instruction in all the grades below the high about ten hours a year.”

NANTUCKET COUNTY.

Nantucket. — “We neither use any text-book nor do we have any stated time during the school sessions for such instruction. The teachers give such instruction and at such times as best suit their convenience. They are all desired to give talks on the subject.”

NORFOLK COUNTY.

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Avon, . . .	Yes, .	Yes, .	1 to 4	- -	5 to 9	- -	80
Bellingham, .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	5 to 9	$\frac{1}{2}$	-
Braintree, . .	Yes, .	No, .	1 to 6	1	8, 9	1	-
Brookline, . .	Yes, .	Yes, .	8 to 8	10 weeks.	9,	10 weeks.	-
Canton, . . .	Yes, .	Yes, .	Primary.	1	Grammar.	1	40
Cohasset, . . .	Yes, .	Yes, .	8, 4	$\frac{1}{2}$	5 to 8	8 periods.	60
Dedham, . . .	Yes, .	Yes, .	1 to 8	$\frac{1}{2}$, 1 term.	5 to 9	1, 1 term.	-
Dover, . . .	- -	Yes, .	1 to 4	$\frac{1}{2}$ to $\frac{1}{2}$	5 to 9	- -	-
Foxborough, .	Yes, .	Yes, .	1 to 8	1 period.	9	2 periods.	76
Franklin, . . .	Yes, .	Yes, .	1 to 7	$\frac{1}{2}$	8, 9	3 periods.	48
Holbrook, . . .	Yes, .	Yes, .	1 to 8	- -	8	- -	-
Hyde Park, . .	Yes, .	Yes, .	1 to 8	1, 16 weeks.	4 to 9	1, 16 weeks.	30

NORFOLK COUNTY — *Concluded.*

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Medfield, . .	Yes, .	Yes, .	1 to 5	2 periods.	6 to 9	2 periods.	-
Medway, . .	No, .	No, .	Grammar.	- -	- -	- -	75
Mills, . . .	Yes, .	Yes, .	3 to 5	$\frac{1}{2}$	6 to 8	$\frac{1}{2}$	-
Milton, . . .	Yes, .	Yes, .	All.	1 to 2 months.	- -	- -	78
Needham, . .	Yes, .	Yes, (?)	1 to 5	- -	6 to 9	60 periods.	-
Norfolk, . .	Yes, .	Yes, .	1, 2	- -	4 to 9	$\frac{1}{2}$ to 1	180
Norwood, . .	Yes, .	Yes, .	4 to 7	$\frac{1}{2}$	7, 8	1 $\frac{1}{2}$	40
Quincy, . . .	Yes, .	Yes, .	All.	$\frac{1}{2}$ to 1 $\frac{1}{2}$	- -	- -	40
Randolph, . .	Yes, .	Yes, .	5, 6	$\frac{1}{2}$	7, 8	1	130
Sharon, . . .	Yes, .	Yes, .	Lower.	1 period.	Upper.	1	60
Stoughton, . .	Yes, .	Yes, .	1 to 7	1 period.	8, 9	5 periods.	60
Walpole, . . .	Yes, .	Yes, .	1 to 4	1	5 to 8	1	80
Wellesley, . .	Yes, .	Yes, .	All.	1	Upper.	- -	-
Westwood, . .	Yes, .	Yes, .	1 to 5	- -	6 to 9	1, 3 months.	-
Weymouth, . .	Yes, .	Yes, .	1 to 7	$\frac{1}{2}$ to 1 $\frac{1}{2}$	8, 9	3 $\frac{1}{2}$, $\frac{1}{2}$ year.	80
Wrentham, . .	Yes, .	Yes, .	1 to 6	3 periods.	7, 8	- -	-

Avon. — “Teachers are expressly instructed” by the school committee to respect the law. Most of the teachers have definite times and places for the instruction. Oral instruction “throughout the entire year, as far as present knowledge goes.” In grades 5 and 6, three lessons a week most of the year; in grades 7 and 8, two lessons a week most of the year; and in grade 9, three lessons a week for eleven weeks. Charts.

Bellingham. — “Mere knowledge can never save any child from the evils of intemperance. Temperance must be the habit formed and a sentiment against intemperance inculcated, all of which the earnest teacher impresses directly or indirectly every hour of the day.”

Braintree. — No one book is used exclusively, but a large variety of the best. Charts, bones, etc.

Brookline. — “The subject of hygiene as well as the effect of alcohol and narcotics is a part of our course in elementary science, and each division of the subject is assigned to a particular time of the year.” Some charts, but not used much. Illustrations from the market.

Canton. — Charts in grammar and high schools.

Cohasset. — Reference books. No charts.

Dedham. — Oral instruction during one term "takes the place of science or nature study work." Reference books and charts in the larger schools.

Dover. — Oral instruction "from five to twenty minutes from one to three times per week." No helps. "There is no definite course of study."

Foxborough. — Some charts.

Franklin. — "Work in 9th grade very creditable." "Fine course" for that grade, "with charts, bones, organs from beef, etc."

Holbrook. — Teachers "expected and required" to devote certain periods each week to the subject. No time allowances reported. Very little in the way of helps.

Hyde Park. — A number of physiologies for reference. "The same tests and examinations are given as in other subjects."

Medfield. — Charts. "Law has been fully complied with the past year."

Medway. — Definite provisions "not yet" made. No helps. No text-books. Systematic instruction promised for next year. There has been oral instruction in all the grammar grades of an intermittent character.

Millis. — No helps furnished by committee. "Teachers use material furnished personally or by superintendent." "Aside from the class instruction, the boys are given special talks two or three times a year by the superintendent."

Milton. — No text-books adopted. Reference books and casts. "If teachers wanted text-books, the pupils would undoubtedly be provided with them."

Needham. — "Some of the teachers have definite times and places, others are less systematic. We hope to bring all the teachers up to the system that prevails in other lines of instruction." "We have possibly left the teachers too much to their own discretion as to the time to be given, although we have sufficiently advised them as to the nature of the work expected. Still, we intend to avoid machine work and slavish routine. Our teachers respond to suggestions designed to improve the quality of their work."

Norfolk. — Entirely oral for grades 1 and 2, oral and written for grades 3 to 8, text-book instruction for grades 4 to 9, "experiments for the benefit of grades 8 to 11." Charts.

Norwood. — Reference books and charts.

Quincy. — "This subject is scheduled under nature work, or elementary science," by Miss Kennedy, the supervisor. Definite schedules and topics are given each teacher in her grade meeting,

and Miss Kennedy examines, supervises and criticises this subject, just as she does the vegetable, animal and mineral topics." The time for grades 1 to 4 is fifteen minutes a week for twenty-five weeks; for grades 5 to 7, thirty minutes a week for twenty weeks; for grade 8, one and one half hours for twelve weeks. Books are used by pupils in lower grades for illustrations; in upper, for reading. Abundant helps. With the Quincy report comes the following newspaper clipping, which suggests that other results of scientific temperance instruction than those primarily contemplated are quite possible: "They were admiring the dying glories of the day. 'What a splendid sunset!' exclaimed the mother; 'such a beautiful color!' 'Yes, mamma,' replied the child, who had enjoyed the advantages of scientific temperance instruction, 'it's just the color of a drunkard's stomach.'"

Randolph. — Some charts. "Taught more or less physiology long before the law was passed making it obligatory."

Sharon. — "Upper grades, one lesson per week, besides continued work, as in any study." No helps.

Stoughton. — Charts and manuals. "The supervisor of physical culture has charge of the subject."

Walpole. — Charts.

Wellesley. — "Our special teacher of science has charge of the instruction, and holds special teachers' meetings upon the subjects of physiology and hygiene." "The upper four grades are given subjects to investigate from reference books upon hygiene as a part of language work." Each school is well supplied with reference books and charts. "All the good charts published by leading houses; but we abhor and do not use hideous displays of abnormal and diseased organs." "We have a conscientious and energetic special teacher, . . . whose whole time this term is given to the teaching of physiology and hygiene. She holds also teachers' meetings; and the well-instructed teachers carry out her plans and methods carefully."

Westwood. — "Below grade 5 instruction is generally incidental." Reference books. Manikin. "Have carefully examined the textbooks. Though physiological science has advanced considerably since their adoption, they contain sufficient instruction in the topics under consideration."

Weymouth. — Reference books and charts. "My teachers generally do faithful work in this subject." "Examinations in this, as in other subjects, not for promotion, but to test teachers' work."

Wrentham. — Manikin. "Charts showing effects of alcohol, ventilation, etc."

PLYMOUTH COUNTY.

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Abington, . .	Yes, .	Yes, .	1 to 3	1 period.	4 to 9	2 periods, $\frac{1}{2}$ year.	200
Bridgewater, .	Yes, .	Yes, .	1 to 3	1 period, $\frac{1}{2}$ year.	4 to 9	2 periods, $\frac{1}{2}$ year.	-
Brockton, . .	Yes, .	Yes, .	- -	$\frac{1}{2}$	- -	$\frac{1}{2}$	60
Carver, . . .	Yes, .	Yes, .	1 to 3	1 period.	4 to 9	1 period.	36
Duxbury, . .	Yes, .	Yes, .	1 to 5	$\frac{1}{2}$	6 to 8	$\frac{1}{2}$	100
E. Bridgewater, .	Yes, .	Yes, .	1 to 8	1 period.	9	5 periods.	-
Halifax, . . .	Yes, .	Yes, .	1 to 6	- -	7 to 9	3 periods, 12 weeks.	-
Hanover, . . .	Yes, .	Yes, .	1 to 8	1 period.	9	1 period, $\frac{1}{2}$ year.	-
Hansen, . . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	4 to 9	$\frac{1}{2}$	-
Hingham, . . .	Yes, .	Yes, .	2 to 4	1 $\frac{1}{2}$	4 to 9	2	-
Hull,	No, .	No, .	Lower.	- -	- -	- -	-
Kingston, . . .	Yes, .	Yes, .	1 to 6	1 period.	7, 8	1 period.	45
Lakeville, . . .	Yes, .	Yes, .	7 to 9	$\frac{1}{2}$	7 to 9	$\frac{1}{2}$	-
Marion,	Yes, .	Yes, .	1 to 3	- -	4 to 9	1	-
Marshfield, . .	Yes, .	Yes, .	1 to 3	1 $\frac{1}{2}$, 1 term.	4 to 8	1 $\frac{1}{2}$, 1 term.	72
Mattapoisett, .	Yes, .	Yes, .	1 to 5	1 $\frac{1}{2}$	6 to 8	1 $\frac{1}{2}$	-
Middleborough, .	Yes, .	Yes, .	1 to 4	3 periods, 14 weeks.	5 to 9	1, 14 weeks.	80
Norwell, . . .	Yes, .	Yes, .	8, 9	- -	8, 9	2 $\frac{1}{2}$	60
Pembroke, . . .	Yes, .	Yes, .	None.	None.	1 to 9	- -	36
Plymouth, . . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	5 to 9	1, 20 weeks.	-
Plympton, . . .	Yes, .	Yes, .	1 to 9	1	9	5 periods.	-
Rochester, . . .	No, .	Yes, .	Lower.	1 or 2 periods.	Upper.	75 periods.	-
Rockland, . . .	Yes, .	Yes, .	1 to 6	$\frac{1}{2}$ to $\frac{1}{2}$	7 to 9	1 $\frac{1}{2}$	64
Scituate, . . .	Yes, .	Yes, .	1 to 3	1	3 to 9	1 period.	70
Wareham, . . .	Yes, .	Yes, .	- -	- -	- -	- -	50
W. Bridgewater, .	Yes, .	Yes, .	1 to 8	1 period.	9	5 periods.	-
Whitman, . . .	Yes, .	Yes, .	1 to 9	2 periods, 1 term.	3 to 9	2 periods, 1 term.	120

Abington.—Time for text-book instruction varies with the grades. Charts and reference books.

Bridgewater.—Many text-books in grammar schools. Charts and reference books.

Brockton.—Grades for oral and text-book instruction not reported. Charts in some schools.

Carver. — Charts in all schools but one. "Our schools are not closely graded. Oral instruction (wholly) is given until the pupil can use the book intelligently; then the facts in the book are taken by the pupils as foundation facts, but are often supplemented by oral instruction by the teacher."

Duxbury. — No helps reported.

East Bridgewater. — Anatomical charts.

Halifax. — No helps reported. Amount of time devoted to oral instruction dependent upon number of classes.

Hanover. — "A chart for the 9th grade."

Hanson. — "Charts and Physiological Journal."

Hingham. — Desk books for each teacher. "The spirit of the law is carried out, but our teachers do not magnify the subject."

Hull. — "We have done very little in our schools this year, compared with last year." "Our primary teachers take it up in connection with the reading lesson, and the higher grades occasionally have a lesson on it. We have the Physiology Journal, which has been a help to them, aside from text-books."

Kingston. — "No charts except in the high school." "Books in the library." "Lay more stress on questions of food, sleep, dress, etc., treating the other topics, but not exclusively."

Lakeville. — "Charts of the body."

Marion. — "Chart in grammar grade used for oral work."

Marshfield. — Anatomical chart in high school. "The committee endeavor honestly to carry out the intent of the law."

Mattapoisett. — No helps.

Middleborough. — "Other text-books." "A chart and manikin in the high school." A printed course of study in the subject accompanied the return. Time devoted to oral and text-book instruction may be reduced to three lessons a week for ten weeks.

Norwell. — "Encyclopedia" for help.

Pembroke. — Schools ungraded. "Chart." Three recitations each week given during last term of first year in high school with the aid of text books. "Think we comply with the law as far as is necessary. Too much temperance instruction defeats result intended by law."

Plymouth. — Several reference books at teachers' desks.

Plympton. — "A chart in upper grades."

Rochester. — Charts in all schools. Schools ungraded. "No text-book instruction is given until a primary text-book can be used."

Rockland. — Charts in the grammar grades. "There is always a difficulty in giving this instruction, where the fathers so generally use tobacco, without insinuations that hurt a sensitive child. And, as always, example is much stronger than precept."

Scituate. — Manikin in high school.

Wareham. — Text-books have been placed in the hands of every teacher. "Physiology, hygiene and the effect of narcotics on the human system have been thoroughly and systematically taught in the schools in Wareham; in fact, more thoroughly than some of the regular branches, for they are not all taught every day, while the teachers are required to teach the above-named every day." "In some of our primary schools they [the children] can answer almost any question in regard to the structure of the human frame, and especially the effect of narcotics." "Temperance instruction is not neglected here."

West Bridgewater. — Anatomical charts.

Whitman. — "Some schools have charts." "We endeavor to comply with the spirit of the law. Indeed, I am inclined to think that we give too much time, not too little." A printed schedule of time limits accompanied the return.

SUFFOLK COUNTY.

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Boston, . .	Yes, .	Yes, .	Lower.	- -	4 to 8	$\frac{1}{2}$	-
Chelsea, . .	Yes, .	Yes, .	1 to 10	$\frac{1}{2}$ to $\frac{1}{2}$	8, 9	$\frac{1}{2}$	-
Revere, . .	Yes, .	Yes, .	1 to 8	$\frac{1}{2}$	4, 9	$\frac{1}{2}$	-
Winthrop, . .	Yes, .	Yes, .	1 to 6	2 periods, 1 term.	7 to 9	3 periods, 1 term.	-

Boston. — "No data with which to answer this question [the third]." There are three different text-books authorized, — one for grades 4 and 5, a second for grades 5 and 6 and a third for grades 7 and 8. No helps reported. "We believe that we are fully complying with the law."

Chelsea. — "All programs are posted outside of schoolroom doors. Any caller can find time allotment." Manikins for grammar schools. "We feel we make a fair interpretation of the law and live up to it."

Revere. — Charts. "Teachers do not know enough about the subject. More work in the subject should be required in our normal schools."

Winthrop. — Charts, manikins, reference books.

WORCESTER COUNTY.

TOWNS.	DEFINITE PROVISION MADE BY —		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Ashburnham, .	Yes, .	Yes, .	1 to 4	2 to 3 periods.	5 to 9	2 to 3 periods.	60
Athol, . . .	Yes, .	Yes, .	1 to 8	$\frac{1}{2}$	9	$\frac{1}{2}$ to $\frac{3}{4}$, 12 weeks.	-
Auburn, . . .	Yes, .	Yes, .	1 to 3	- -	4 to 9	-	-
Barre, . . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	4 to 9	$\frac{1}{2}$	80
Berlin, . . .	Yes, .	Yes, .	1 to 3	1 period.	4 to 9	1 period.	-
Blackstone, .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	4 to 9	1	50
Bolton, . . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	4 to 9	$\frac{3}{4}$	50
Boylston, . .	Yes, .	Yes, .	3	$\frac{1}{2}$	4 to 9	1	-
Brookfield, .	Yes, .	Yes, .	1 to 5	$\frac{1}{2}$ to $\frac{3}{4}$	6 to 9	$\frac{1}{2}$	40
Charlton, . .	Yes, .	Yes, .	1 to 2	1 to 2	3 to 9	2	-
Clinton, . . .	Yes, .	Yes, .	1 to 4	2 periods.	5 to 8	2 periods.	-
Dana, . . .	Yes, .	Yes, .	1 to 3	1 period.	4 to 9	5 periods.	-
Douglas, . .	Yes, .	Yes, .	Inter.	$\frac{1}{2}$	Grammar.	$1\frac{1}{2}$	-
Dudley, . . .	Yes, .	Yes, .	Lower.	$\frac{1}{2}$	Upper.	$\frac{1}{2}$	200
Fitchburg, . .	Yes, .	Yes, .	1 to 7	- -	3 to 9	- -	-
Gardner, . . .	Yes, .	Yes, .	1 to 3	14 per year.	4 to 9	20 per year.	90
Grafton, . . .	Yes, .	Yes, .	All.	$\frac{1}{2}$	None.	- -	38
Hardwick, . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	4 to 9	$\frac{1}{2}$	65
Harvard, . . .	Yes, .	Yes, .	1 to 5	$\frac{1}{2}$	5 to 10	1	-
Holden, . . .	Yes, .	Yes, .	1 to 4	$\frac{3}{4}$, 12 weeks.	4 to 9	$\frac{3}{4}$, 12 weeks.	-
Hopedale, . .	Yes, .	Yes, .	1 to 4	1	5 to 8	2 periods.	-
Hubbardston, .	Yes, .	Yes, .	1 to 4	1	4 to 9	1	-
Lancaster, . .	Yes, .	Yes, .	1 to 7	$\frac{1}{2}$	4 to 9	$\frac{1}{2}$	50
Leicester, . .	Yes, .	Yes, .	Lower.	1	5 to 9	$\frac{5}{6}$, 12 weeks.	40
Leominster, . .	Yes, .	Yes, .	1 to 3	$\frac{1}{2}$	3 to 8	$\frac{1}{2}$	120
Lunenburg, . .	Yes, .	Yes, .	1 to 3	1	4 to 9	1 to 2 $\frac{1}{2}$, 1 term.	-
Mendon, . . .	Yes, .	Yes, .	1 to 4	$\frac{1}{2}$	4 to 9	$\frac{3}{4}$	30
Millford, . . .	Yes, .	Yes, .	1 to 4	- -	4 to 9	$\frac{1}{2}$	30
Millbury, . . .	Yes, .	Yes, .	Lower.	$\frac{1}{2}$ to $\frac{1}{4}$	Upper.	$\frac{1}{2}$	60
New Braintree, .	Yes, .	Yes, .	All.	$\frac{1}{2}$	- -	- -	-
Northborough, .	Yes, .	Yes, .	1 to 3	1 period, 14 weeks.	4 to 9	- -	200
Northbridge, .	Yes, .	Yes, .	1 to 9	1 to 2 periods.	- -	- -	40
No. Brookfield, .	Yes, .	Yes, .	1 to 5	$\frac{1}{6}$ to 1	6 to 9	1 to 1 $\frac{1}{2}$	60
Oakham, . . .	Yes, .	Yes, .	1 to 5	2	6 to 9	5 periods.	-
Oxford, . . .	Yes, .	Yes, .	Lower.	$\frac{1}{2}$	Upper.	$\frac{1}{2}$	190

WORCESTER COUNTY—*Concluded.*

TOWNS.	DEFINITE PROVISION MADE BY—		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		No. of Recitation Periods in High School.
	School Committee.	Teachers.	Grades.	Time given.	Grades.	Time given.	
Paxton, . .	Yes.	Yes. .	1 to 8	$\frac{1}{2}$ to 1	9	1	-
Petersham, . .	Yes.	Yes. .	1 to 8	$\frac{1}{2}$	4 to 9	$\frac{1}{2}$	-
Phillipston, . .	Yes.	Yes. .	Lower.	$\frac{1}{2}$	7, 8	$\frac{1}{2}$ to $\frac{1}{2}$	-
Princeton, . .	Yes.	Yes. .	Lower.	1	Upper.	1	-
Royalston, . .	Yes.	Yes. .	1 to 4	2 periods.	6 to 9	2 to 3 periods.	-
Rutland, . .	Yes.	Yes. .	1 to 8	$\frac{1}{2}$	4 to 9	$\frac{1}{2}$	55
Shrewsbury, . .	Yes.	Yes. .	1 to 9	80 periods.	7 to 9	20 periods.	-
Southborough, . .	Yes.	Yes. .	1 to 8	1 period.	4 to 9	1 period.	-
Southbridge, . .	Yes.	Gener- ally.	1 to 4	$\frac{1}{2}$ to $\frac{1}{2}$	5 to 9	$\frac{1}{2}$ to $\frac{1}{2}$	84
Spencer, . .	Yes.	Yes. .	1 to 4	1	5 to 9	2 periods.	40
Sterling, . .	Yes.	Yes. .	1 to 4	$\frac{1}{2}$	5 to 9	$\frac{1}{2}$	-
Sturbridge, . .	Yes.	Yes. .	All.	$\frac{1}{2}$	All.	$\frac{1}{2}$	-
Sutton, . .	Yes.	Yes. .	Lower.	- -	Upper.	- -	96
Templeton, . .	Yes.	Yes. .	1 to 8	1 period.	4 to 9	1 period.	60
Upton, . .	Yes.	Yes. .	All.	- -	None.	- -	36
Uxbridge, . .	Yes.	Yes. .	Lower.	$\frac{1}{2}$	Upper.	1 period.	60
Warren, . .	Yes.	Yes. .	1 to 8	- -	9	4 periods.	-
Webster, . .	Yes.	Yes. .	- -	- -	- -	- -	160
Westborough, . .	Yes.	Yes. .	1 to 8	$\frac{1}{2}$	9	1 $\frac{1}{2}$	40
West Boylston, . .	Yes.	Yes. .	1 to 8	1 period.	4 to 9	2 periods, $\frac{1}{2}$ year.	80
West Brookfield, . .	Yes.	Yes. .	All.	$\frac{1}{2}$	- -	- -	-
Westminster, . .	Yes.	Yes. .	Lower.	- -	Upper.	10 per year.	-
Winchendon, . .	Yes.	Yes. .	1 to 8	$\frac{1}{2}$	4 to 9	1 $\frac{1}{2}$, 5 months.	40
Worcester, . .	Yes.	Yes. .	1 to 5	1	6 to 9	1	120

Ashburnham.—Reference books and charts. "Our pupils have not been neglected." "As much time is spent for it as seems profitable."

Athol.—Reference books. Chart in grade 9.

Auburn.—Schools ungraded. "Time varies, of necessity." "It is our aim that the subject shall have its due proportion of time."

Barre.—"The superintendent has at various times talked on the subject at teachers' meetings, and the course of study has an outline of work."

Berlin.—Desk reference books and charts in each room.

Blackstone.—"This matter is left entirely in the hands of the

superintendent, who uses neither stimulants nor narcotics, believing their use to be a *sin*, — a fact well known to the teachers, who are scrupulously devoted to this great work." "Have a good set of charts in grammar grades and mixed grades."

Bolton. — School Physiology Journal. "Think we have complied with the statutes as to temperance teaching."

Boylston. — "Give full instruction in physiology, and keep the law as to teaching temperance physiology. Some schools have charts."

Brookfield. — Anatomical chart.

Charlton. — No helps reported except charts.

Clinton. — Charts and reference books on teachers' desks. "Believe we are giving all the time and attention to the subject that it can rightly demand."

Dana. — "The chart is used in the higher grades."

Douglas. — No helps.

Dudley. — Reference books and charts. "Believe the law is fulfilled, and get good results." "My district needs no stronger law."

Fitchburg. — No times reported. "No teacher is limited by rule with reference to time." "Reference books of various kinds are furnished." "Think we might have more uniformity in the instruction in the schools."

Gardner. — "Rather small supply of charts."

Grafton. — "Abundance" of reference books and charts.

Hardwick. — "Various extra books."

Harvard. — "We feel the value of temperance instruction, and endeavor to faithfully comply with the spirit of the law."

Holden. — Charts in upper grades.

Hopedale. — "Superintendent's course provides for it." Manikin chart. "Direct temperance instruction is given in connection with physiology, and indirect with general moral training."

Hubbardston. — "Charts at centre school. Very little in outside schools," in way of reference books, etc.

Lancaster. — "In the line of instruction we are doing all we feel profitable. The children are taught the baleful effects of alcoholic beverages and narcotics, by faithful, conscientious teachers. In the higher classes are expensive colored plates."

Leicester. — Oral instruction "each week." "Reference book on teachers' desks in grammar grades. In the lowest grades, lessons in hygiene are given as occasion demands in addition to the regular scheduled lessons in the winter term."

Leominster. — Desk books. Charts in higher grades.

Lunenburg. — No helps.

Mendon. — No helps.

Milford. — Books of reference, but no charts. "Have placed an outline in the hands of the teachers above 4th grade."

Millbury. — Teachers report in writing each month what they have done in each study. Reference books and charts. "Believe we fulfil the law and get good results." "My district needs no stronger law."

New Braintree. — "One school has a chart. Teachers have bought their own books of reference." "Very little has been done previous to this year."

North Brookfield. — Charts and a skeleton.

Northborough. — Reference desk books and charts. The subject is taught once a week, fourteen weeks, in grades 4 to 6; twice a week, eight weeks, in grades 7 and 8; and thirty-eight weeks in grade 9.

Northbridge. — No text-book below the high school. Charts and manikins.

Oakham. — Charts.

Oxford. — "Believe we fulfil the law and get good results." Course of study furnished. Teachers report monthly in writing the work done in each study. No stronger law needed.

Paxton. — No helps.

Petersham. — No helps.

Phillipston. — No helps. "Have requested each teacher to teach this branch; some have given it more time than others, but in those schools the books have been used as readers."

Princeton. — Charts. "Try to teach it sensibly."

Royalston. — No helps. "The matter is brought before our teachers at teachers' meetings, and teachers are asked if the subject is taught as the law requires."

Rutland. — Charts in every school.

Shrewsbury. — Desk books and charts. "Do not think the subject has been as systematically taught as it should be." In the new course of study adequate provision is made for this subject, and the schools will be called to account for this work as fully as for other subjects.

Southborough. — Reference books, but no charts.

Southbridge. — Reference books and charts. "The committee have constantly endeavored to carry out the provisions of the law, and they believe that its provisions have been fairly complied with."

Spencer. — Reference books. "In the high school the laboratory method is used to some extent." "We have always tried to observe the spirit of the law, and have given much instruction in an incidental way."

Sterling. — No helps.

Sturbridge. — Desk books and charts.

Sutton. — Charts to “illustrate the effects of the use of alcohol, but not of tobacco.” Pupils are more likely to use tobacco than alcohol.

Templeton. — “Teachers generally have books of reference or educational papers.” “The work is done not merely to comply with the law, but because of its own importance.”

Upton. — “Good charts and plenty of reference books.”

Uxbridge. — “Charts in some schools.”

Warren. — “We have charts and preserved specimens of parts of the human body and animals, also a skeleton.”

Webster. — “This being a mill town, there is great need for temperance instruction.”

West Brookfield. — Reference books and charts.

Westborough. — “Three sets of special charts and some plates in general charts.”

Westminster. — “Encyclopedias; some universal charts.” “Try to do what is best for our children, as far as our time will allow.”

Winchendon. — Charts. “We try to meet the requirements of the present law.”

Worcester. — Reference books and charts. “I desire to suggest that some self-constituted committee review this matter, and attempt to recommend a working plan to the different superintendents of the State that might be considered at the next meeting of superintendents,” etc.

RECAPITULATION.

COUNTIES.	No. of Towns.	DEFINITE PROVISION BY —		ORAL INSTRUCTION.		TEXT-BOOK INSTRUCTION.		High Schools giving Instruction.
		School Committee.	Teachers	Number of Towns.	Number reporting Times.	Number of Towns.	Number reporting Times.	
Barnstable, . .	15	15	15	15	14	15	15	9
Berkshire, . .	32	31	30	31	23	30	25	7
Bristol, . .	20	19	20	20	17	18	14	8
Dukes, . .	7	7	7	2	7	7	6	—
Essex, . .	34	30	29	31	24	23	16	13
Franklin, . .	26	25	25	24	20	22	20	6
Hampden, . .	23	20	21	20	19	21	20	3
Hampshire, . .	23	20	20	19	16	19	12	6
Middlesex, . .	54	51	52	52	45	48	46	29
Nantucket, . .	1	—	—	1	—	—	—	—
Norfolk, . .	28	26	26	28	22	24	20	16
Suffolk, . .	4	4	4	4	3	4	4	1
Plymouth, . .	27	25	26	25	24	24	24	13
Worcester, . .	59	59	59	56	51	53	50	31
Totals, . .	363	332	334	328	284	308	272	147

Conclusions regarding Compliance with the Law.—There are some cases in which the committees are reported as making definite provisions, but not the teachers, and some also in which the reverse is true. The results may be further summarized as follows :—

Number of towns in which definite provision is made,	334
Population of these towns,	2,457,415
Percentage of the entire population, . . . . .	.98 $\frac{3}{8}$
Number of towns in which definite provision is not reported,	19
Population of these towns,	42,768
Percentage of the entire population, . . . . .	.01 $\frac{7}{8}$

But of these 19 towns, 16 report that they give the instruction, but cannot affirm that they give it at definite times, with any regularity or system. It is highly probable that some of these 19 towns are entitled to make as favorable a report as some of the remaining 334. Standards vary, and people as well who sit in judgment upon them. One inclines to think that matters are right unless he knows they are wrong; another, that matters are wrong unless he knows they are right; and the classification of a town may hinge on whether it is the former or the latter that gets the circular and answers it. But whatever allowances are made for the imperfection of data, they cannot seriously affect the following conclusions from the investigation :—

1. For more than 98 per cent. of the school children there is definite and systematic provision made in the school programs for the required instruction; and for the remaining 2 per cent. some provision, though of a less systematic and definite character.

2. For the vast majority of children—substantially all—there is oral instruction in the lower grades.

3. For the vast majority of children—nearly all—there is text-book instruction in the upper grades.

4. So far as the quantity of time given to the subject is concerned, it is ample, if not frequently excessive.

5. In brief, the law relating to instruction in physiology and hygiene is as fully and faithfully complied with as any law relating to the schools.

Some Facts and Suggestions relating to the Instruction.—All that has been said thus far, however, relates to the mere ex-

ternals of the subject. These the law can reach; it has, in fact, successfully reached them, and so has accomplished all that it can. When the nature and results of the instruction itself are considered, the situation is not so satisfactory; but, so far as the difficulties are of the sort incident to teaching in general, they rapidly diminish as teachers gain in skill. As to those other difficulties which are due in part to the exceptional character of the instruction which the law requires the schools to give concerning alcoholic drinks, stimulants and narcotics, and in part to the widely diverse environments of the children to whom it must be given, they must continue; they belong to the situation; they call for infinite tact on the teacher's part, and entitle her to most patient and sympathetic consideration from the friends of the instruction she is trying to give.

The secretary had hoped to supplement the present report with suggestions of immediate service to the teacher, but there has been so little time since its completion to study its lessons and to make the further investigations needed on the quality side, that this part of the plan had to be abandoned. The following statements and suggestions merit consideration from those school authorities who are endeavoring to improve their course of study in this important field:—

1. The existing law does not use the expression “scientific temperance instruction.”

2. It says nothing about oral or text-book instruction.

3. It is silent as to the quantity of the instruction to be given.

4. It omits, in fact, details of every kind, thus leaving to each school committee a wide margin for the exercise of its discretion.

5. On the other hand, it distinctly insists that the instruction shall be given to all pupils in all schools.

6. The immediate instruction intended by the law is what may be called academic instruction, or, in its more advanced aspects, scientific instruction,—instruction to be given like any other formal instruction, in a regular and systematic way, and needing, therefore, suitable text-books at suitable stages. It is primarily designed to inform children, although behind the law there is undoubtedly the earnest hope, if not some measure

of conviction, that the knowledge gained will make for that physical control, health and vigor so essential to noble and enjoyable living.

7. But, while this instruction is to be given to all pupils in all schools, it does not follow that it should be given continuously to all pupils in each of the thirteen grades. This appears (a) from a fair interpretation of the spirit of the law, (b) from the interpretations put upon it by the various measures presented to the Legislature of 1899 "to strengthen" the law, and (c) from the interpretation unanimously adopted by the towns and cities of the State.

(a) The spirit of the law seems to be that pupils going through the schools shall have reasonable access to the instruction, and that it shall be offered at such times that no pupils, excepting, possibly, certain transient cases, can withdraw from school without having received something of the prescribed instruction suited to their years.

(b) Of the several measures, drawn professedly "to strengthen" the present law and commended to the Legislature of 1899, not one required instruction in all the grades; not one, instruction throughout the year. The most moderate of them was apparently content with instruction in the primary grades and in but four of the ten grades above, and in each of these grades with instruction for less than half the year.

(c) There is not a city, not a town in the State that, in its practice, interprets the law as requiring instruction in every grade.

8. Still, in view of the latitude of interpretation which school committees enjoy by law and have shown in practice, it is somewhat surprising that the trend of the State should be, on the whole, towards what is probably a too long-drawn-out policy of keeping the subject before the schools, — a policy due, without much doubt, to too literal an interpretation of the mandate that it "shall be taught as a regular branch of study to all pupils in all schools."

9. It needs to be kept in mind that long before the law under special consideration in this report was enacted the duty of teaching temperance was put upon the schools by the following statute: —

It shall be the duty of the president, professors and tutors of the university at Cambridge and of the several colleges, of all preceptors and teachers of academies, and of all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety and justice and a sacred regard to truth; love of their country, humanity and universal benevolence; sobriety, industry and frugality; chastity, moderation and temperance; and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendencies of the above-mentioned virtues to preserve and perfect a republican constitution and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

10. It will favor a clearer view of the duty of the school if the entire obligation put upon it by the older statute and the later is considered (*a*) with reference to its academic aspects, (*b*) with reference to its physical culture aspects and (*c*) with reference to its moral aspects.

(*a*) The academic work, *i.e.*, the formal and direct instruction required by the later statute, in physiology, hygiene and the effects of alcoholic drinks, stimulants and narcotics on the human system should probably be more concentrated than at present. Certainly the policy of spreading the instruction, at the rate of one or two lessons a week, over the entire year for numerous years in succession is more and more challenged by those who have tried it. It meets a certain interpretation that was given to the law by some of its friends in advance of any fair experience with its working; but, if it falls short of that spirit of the law which calls more emphatically, it must be presumed, for efficiency of instruction than it does for the instruction of all pupils in all schools, it should be abandoned in favor of something more incisive and impressive, if not so often reiterated and tediously prolonged. If studied as a regular branch, with some very simple text-book and helps, for, say, fourteen weeks, with from three to five lessons a week, during one of the three lower grammar years; and again for a corresponding period, with a more advanced text-book and richer

helps, during one of the three upper grammar grades; and, finally, for a more serious course still, with laboratory work, after chemistry has been studied, in such high schools as have an adequate teaching force, — the instruction thus concentrated, and as earnestly and persistently given as child nature will permit, would seem to be a fairly generous provision for all pupils in all schools, as well as a fairly reasonable provision for efficiency of instruction.

(b) Physical culture, on the contrary, is not a theme for occasional treatment, to be disposed of in a few weeks of the year and in selected years of the course. It involves exercise, practice, training; it involves these things for health reasons; and to the extent that it promotes the health, strength and grace of the body, it promotes those vast interests that depend on such physical conditions. Physical culture, therefore, should be a daily care throughout all the grades. In the primary schools oral lessons upon the body and its care may be profitably united with physical exercises. If any teacher chooses to do this work as a branch of nature study, it is doubtless legitimate to do so. In addition to direct daily guidance of the children in their physical activities, there is that constant general attention to the sanitary conditions of the school that less obtrusively, but not less effectively, promotes the physical well-being of pupils. In this connection, while ideals of sound bodies and right living should be kept in the foreground, there is opportunity for the skilful and temperate teacher to put in just enough of the darker background to give relief to that soundness and righteousness which he is seeking to make impressive.

(c) And lastly comes moral instruction, which readily subdivides into that which is direct, formal and conscious, to be given at the time of the morning exercises or as fitting opportunity occurs, and that which is the subtle, quiet, but invaluable effect of even, tactful, just and high-toned management of the school. Such moral instruction, in both the phases mentioned, belongs, like the physical, to all the days of the year and all the years of the course.

11. Without venturing further with suggestions, it may be said, once for all, that whatever the difficulties in the way of respecting the statutes, they lie not in a spirit of indifference

or disobedience, but almost wholly within the pedagogical realm. And the remedies to be applied are not in the way of hard and fast legislation about grades and books and quantities of text-book matter and numbers of lessons and penalties and all that; they are to be applied rather in whatever way will promote a clearer understanding of the aims, the nature, the fitness and the efficiency of the instruction. All this calls for patience, study, comparisons of experience, improved teaching qualifications and what not; and when the best possible work has been done by the schools, it must still, like the work of the church, of the press, of the reform club, of any agency for establishing the feet of people in the right way, fall short of any ideals that are worth having, and so must continue to be exposed to adverse criticism and even condemnation.

An effort is now making to secure some concert of action among the educational and temperance forces of the State in formulating a policy of instruction to be submitted to the school authorities for their consideration.

A Former Investigation. — In 1891 Mr. George H. Martin, then an agent of the State Board of Education, made an inquiry into the quality and results of the instruction given under the law of 1885, so far as they could be inferred from written tests to which he subjected the pupils of the advanced grammar classes in his field. On pages 312–326 of the fifty-fifth report of the Board, abundant illustrations of pupils' work, as Mr. Martin found it, are given. Mr. Martin's conclusions were as follows : —

1. The phrase "scientific temperance instruction," sometimes applied to this work, is a misnomer. There is, and in the nature of things can be, no such instruction. The two essential elements of scientific study — observation and inference — are necessarily wanting; neither the pupil nor the teacher can have first-hand information.

2. That the outcome in accurate knowledge, resulting from much of the work done, is meagre and out of proportion to the time spent upon it.

3. That many false impressions are left in the minds of the students.

4. That physiological details are not suited to young children.

5. That, however defective the instruction may be, the sentiment of the schools is sound, — the conviction that alcohol and tobacco are bad things to use seems universal.

6. That the strength of this sentiment does not depend upon the amount of information acquired.

7. That, where exaggerated notions of the effects of stimulants have been acquired, there is danger of a reaction of sentiment in the light of after-knowledge.

To promote efficiency of instruction Mr. Martin adds the following suggestions : —

1. That committees and superintendents give more careful attention to work in this department, prescribing definitely its limits, and requiring the prescribed work to be done as well as work in other subjects, using the same means for judging of its progress and results.

2. That teachers who are called upon to give oral instruction prepare themselves with great care for the exercise, and see that their statements are true; and by frequent tests, oral and written, ascertain that their teaching is intelligently comprehended by all the pupils.

3. That, when no text-book is used in any grade, the teachers prepare, for the highest classes, a summary of the effects of stimulants and narcotics upon the different systems of the body, aiming at clearness of statement and avoiding exaggeration.

4. That the use of text-books be limited to the older pupils.

5. That so much of explanation accompany the use of the book as may be necessary to guard against error and insure exact knowledge.

6. That, as far as possible, technicalities be avoided.

7. That the pupils have frequent opportunities to express their knowledge orally and in writing.

8. That throughout the course the moral and social effects of the use of intoxicants be made prominent, and abstinence be inculcated from higher ends than such as concern only the body.

The Obligation of Private Schools to comply with the Law.
— Private schools whose schooling is accepted as an equivalent of that given in the public schools are under as strong legal obligation to give instruction in physiology, hygiene and the effects of alcoholic drinks, stimulants and narcotics, as do the public schools. This obligation is practically placed upon them by sections 1 and 12 of chapter 496, Acts of 1898, and section 2, chapter 498, Acts of 1894. These sections need to be taken together to define the obligation. The present investigation does not extend to private schools.

APPENDIX H.

REPORTS ON SPECIAL SCHOOLS.

COMPILED BY THE SECRETARY OF THE BOARD.

SPECIAL SCHOOLS.

"Every institution for the instruction of the deaf, dumb and blind, when aided by a grant of money from the State treasury, shall annually make to the Board of Education such a report as is required, by sections sixteen and seventeen of chapter seventy-nine, of other private institutions so aided." (Public Statutes, chapter 41, section 15.)

It is the policy of Massachusetts to make schooling as free for educable children whose defects forbid their attendance upon the public day school as for their more fortunate fellows.

The following is a list of the special institutions to which such persons may be sent upon recommendation by the Board of Education to the Governor: —

1. The American School, at Hartford (Conn.), for the Deaf, **JOB WILLIAMS, L.H.D.**, Principal.
2. The Clarke School for the Deaf, Northampton, **Miss CAROLINE A. YALE**, Principal.
3. Horace Mann School for the Deaf, Boston, **Miss SARAH FULLER**, Principal.
4. Sarah Fuller Home for Little Children who cannot hear, Medford, **Miss ELIZA L. CLARK**, Matron and Principal.
5. Perkins Institution and Massachusetts School for the Blind, Boston, **M. ANAGNOS**, Director.
6. The Massachusetts School for the Feeble-minded, Waltham, **WALTER E. FERNALD, M.D.**, Superintendent.

For a statement of the number of pupils in each of the foregoing institutions, the last one excepted, whose schooling is paid for by the State, with the State's expenditure therefor, see pages 265–267 of this volume.

THE MASSACHUSETTS LAW IN REGARD TO THE EDUCATION OF DEAF-MUTES.

AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

Be it enacted, etc., as follows :

SECTION 1. Upon the request of parents or guardians, and with the approval of the board of education, the governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American School, at Hartford, for the Deaf, the Clarke Institution for Deaf-mutes at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer ; and with the approval of the board he may make, at the expense of the Commonwealth, such provision for the care and education of children who are both deaf-mutes and blind as he may deem expedient. In the exercise of the discretionary power conferred by this act no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children ; no such pupils shall be withdrawn from such institution or school except with the consent of the proper authorities thereof or of the governor, and the sums necessary for the instruction and support of such pupils in such institutions or schools, including all traveling expenses of such pupils attending such institutions or schools, whether daily or otherwise, shall be paid by the Commonwealth ; *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sums by the parents or guardians of said pupils.

AN ACT TO AMEND AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

Be it enacted, etc., as follows :

SECTION 1. Upon the request of the parents or guardians, and with the approval of the state board of education, the governor may continue the schooling of meritorious deaf-mutes or deaf children of capacity or promise beyond the existing limitation of ten years, as provided in chapter two hundred and thirty-nine of the acts of the year eighteen hundred eighty-eight, when such pupils are properly recommended therefor by the principal or other chief officer of the school of which they are members.

SECTION 2. This act shall take effect upon its passage. [Approved April 8, 1889.]

THE AMERICAN SCHOOL, AT HARTFORD (CONN.), FOR
THE DEAF.

REPORT OF THE PRINCIPAL.

The school year 1898-99 was one of uninterrupted prosperity, remarkably free from disease or accidents. The whole number of pupils was 170, of whom 4 were from Maine, 11 from New Hampshire, 9 from Vermont, 73 from Massachusetts and 73 from Connecticut. The number of admissions during the year was 30.

On the opening day of the term, Sept. 15, 1898, the school met with a serious loss in the death of Mr. W. P. Williams, who for sixteen years had filled the position of steward. His conscientious and efficient discharge of duty, his kindness and generosity towards all and his sympathy with the children and love for them had endeared him to all connected with the school. The influence of his consistent Christian life lives on, and long will live in the lives of those brought in contact with him here.

With some modifications, the work of the school was carried forward on the lines pursued in the preceding year, and with marked progress. More and more the English language, written, spelled or spoken, is relied upon, with very encouraging results. The mastery of this language, to open to the pupil the world of books and to put him into easy communication with the community about him, is his hardest task, and one of the most essential for him to accomplish.

The changes that have gradually taken place in the methods of instruction are very marked when we glance back over a long period of years, and it is gratifying to see how this change is appreciated by former pupils revisiting the school after many years of practical experience in the affairs of life and of success therein. A common remark by them is, "I was not taught in that way. I wish that I had been. The new way is better than the old."

During the past summer considerable expense was incurred in making changes in our buildings favorable to the health and comfort of the pupils.

The school is rejoicing at the prospect of a new building, so long and so urgently needed, for the accommodation of the younger pupils, and where everything will be arranged with

special reference to their needs and comfort. The foundations are laid, the walls are rapidly rising, and it is to be ready for occupancy at the opening of the school year, in September, 1900.

THE CLARKE SCHOOL FOR THE DEAF, NORTHAMPTON.

REPORT FOR THE CORPORATION.

To the Massachusetts Board of Education.

The number of pupils in the Clarke School during the last year has been 152; of these, 129 were supported by the State of Massachusetts, 8 by Vermont and 9 by New Hampshire. There were 6 private pupils. Only 1 student was graduated in June. The health of the pupils was usually good, and the work of the school altogether successful throughout the year.

The annual session of the American Association for Promoting the Teaching of Speech to the Deaf was held this year in Northampton, in the assembly room of the Clarke School. Teachers were present from all parts of the country, and interesting papers were presented in relation to the problems which confront those who are engaged in this difficult work. There is something inspiring in the thought that, although only one hundred and twenty years have elapsed since Heinecke gathered deaf pupils into the first home with the hope of imparting to them some power of speech, in the United States alone there are now upwards of eighty schools in which efforts are made to impart some knowledge of speech to the deaf. The number of pupils to whom such instruction is to-day given in our country cannot be much less than six thousand. Of all the papers presented at this year's session, none excited greater interest than that of Mr. A. Lincoln Fechheimer of Cincinnati, who was graduated from the Clarke School in 1891. Mr. Fechheimer was enabled, by means of the equipment received at this school, to prepare himself by a three years' course in a technical school in Cincinnati to enter the School of Mines in Columbia University, from which he was graduated this summer with the degree of bachelor of science. No one who heard or who reads the paper of Mr. Fechheimer can fail to be impressed by his knowledge of English. Director Walther of the Imperial Institution

at Berlin, who is profoundly versed in the history of the oral teaching of the deaf, says distinctly that it cannot be expected that a deaf person can gain the "clearness, scope and harmony of tone (wohlklang)" in the use of speech that a hearing person secures. This position is undoubtedly correct, but the language of young Fechheimer evinces a considerable mastery of English. The discipline secured by the efforts and study necessary for him to obtain such a power over English contributed largely to his success in the studies later undertaken. He lays great emphasis upon the necessity of attaining the power to express thought readily and well, if a deaf person would secure, as he did, the benefit of a school where pupils have the use of all the senses. "I remember well," he says, "what a year of revelations my first year at a hearing school was;" and he affirms that the training secured at Northampton alone made it possible for him to take a place in the world with the normally endowed. The testimony which he thus gives to the service of the Clarke School and similar institutions is most impressive. A sentence or two from his address, well suited for repetition here, will exhibit, better than any description can, the value of his testimony. They are the words of one whose lips have been unsealed by the touch of patient love. "I cannot stop without thanking you, one and all, for what you have done for me. I am sure that in the future it will be no uncommon thing to see a deaf person in a hearing school or university, which [result] will be entirely due to your labors." While we may expect that not many of our pupils will be found endowed with the qualities fitting them for the attainment of a university degree, the success of this young man, based primarily on his studies in the Clarke School, discloses the magnitude of the service possible to be rendered by this school to the more gifted of its pupils.

I called attention, in my report of last year, to the fact that, owing to the generous donation of Mr. John Clarke, it had been made possible for the State to secure the advantages of a good home and excellent oral teaching at Northampton at less than the actual cost. The total amount expended by the school since its incorporation in 1867 for the benefit of deaf children in Massachusetts, for which no return has been made by the

State, cannot be less than \$250,000. The time may reasonably come, if this debt continues to grow, when the State may be asked to add something to the equipment of the school. But this year we record with gratitude that another citizen of Massachusetts, Mr. E. W. Gilmore of North Easton, moved to deep interest by the education of a grandchild, a pupil of the school, has with his wife erected and furnished a gymnasium for the proper physical development of the children gathered here. The cost of the building with equipment will be about \$15,000.

A question of much importance to all interested in the education of the deaf is that of making a distinction between those having good mental powers and the feeble-minded. Differences of mental capacity no less wide occur among deaf children than among those endowed with all the senses. It is thought to be unavoidable to put feeble-minded children into schools by themselves, when they have the full tale of senses. If the great work of imparting speech to the deaf child as a foundation for his education is to be added to that of awakening sluggish or very limited powers, the necessity for separate instruction would seem still more apparent. The cost of such supervision need not be very great, and the advantages to the Clarke School would be very considerable. Possibly one well-trained teacher at Baldwinville and one at Waltham would meet all the requirements for years. It is easily seen that the reluctance to remove a pupil of feeble capacity from the Clarke School will be very great so long as there is no school to which such a pupil can properly be sent to learn speech. The loss both to the teachers and the other pupils occasioned by the presence of one such child in a class can hardly be measured. If, however, there were one trained teacher in each of the schools for the feeble-minded supported by the State, the wisest provision for such pupils would be at hand, and the reluctance of the teachers at the Clarke School to remove such a pupil would have no justification, even in sentiment. The Board of Education and the trustees of the schools for the feeble-minded may well take this subject into consideration.

Respectfully submitted,

FRANKLIN CARTER.

HORACE MANN SCHOOL FOR THE DEAF, BOSTON.**EXTRACT FROM REGULATIONS OF THE BOSTON SCHOOL COMMITTEE PERTAINING TO THE HORACE MANN SCHOOL FOR THE DEAF.**

SECTION 158. The instructors for this school shall be a principal, an assistant principal and assistants. Besides the principal, one instructor shall be allowed for every ten pupils, and an excess of five pupils shall entitle the school to an additional instructor.

SECTION 298. This school was established by the Boston school committee, in co-operation with the State Board of Education, as a day school for deaf children, to whom it may be accessible.

SECTION 300. This school is designed to give an elementary English education, but, as a preparation for this, it must first impart to pupils entering as deaf-mutes the meaning and use of ordinary language. It aims to teach all of its pupils to speak, and to read the speech of others from their lips. The general regulations of the public schools, chapter XVI., so far as applicable, are to be enforced in this school.

SECTION 301. Pupils who have completed the course of study to the satisfaction of the board of supervisors shall be entitled to a diploma.

SECTION 302. The sessions of this school shall begin at 9 A.M. and close at 2 P.M. on every week day except Saturday, when there shall be no session.

TERMS OF ADMISSION.

Any deaf child over five years of age, not mentally nor physically disqualified, is entitled to admission. No pupil will be admitted without a certificate of vaccination, signed by a physician.

Parents or guardians desiring the admission of children as State pupils can obtain the blank form of application, and other instructions, at the school, No. 178 Newbury Street, or at the office of the secretary of the State Board of Education.

Children from other States will be received, subject to the above conditions, on the payment of tuition, or upon warrants from the executives of such States.

The school year begins on the second Wednesday in September, and ends during the week preceding the fourth of July, but pupils are admitted at any time.

Communications and letters may be addressed to the principal, Miss Sarah Fuller, No. 178 Newbury Street, Boston.

REPORT OF THE COMMITTEE ON THE SCHOOL.

IN SCHOOL COMMITTEE, BOSTON, NOV. 28, 1899.

The committee on the Horace Mann School present their annual report as follows : —

The school year for 1898–99 opened on the sixth of September with 105 pupils, 54 boys and 51 girls. During the year 26 pupils were admitted and 8 left the school, making the number at the close, in June, 1899, 123. Of this number, 5 boys and 4 girls completed the course of study prescribed for this school and received diplomas.

This graduating class furnished a good illustration of the varied conditions and needs of deaf children who come to us for instruction, and we think this a fitting opportunity to call attention to them, and to speak of the useful and important part public day schools for deaf children perform in educating the youth of great cities.

Three of the graduates began their school life totally deaf, with no knowledge whatever of language, either spoken or written, and with no comprehension of the speech of others ; one became deaf in early infancy, and, although having a slight perception of sound, was, as regards speech and language, in the same condition as were those born deaf ; the remaining five became deaf after having acquired speech. The deafness of one of these was total, that of the others partial, but in so great a degree that the ordinary tones of the voice did not reach them. These cases are types of the different conditions in which we find our pupils on their entering the school. How best to provide for each according to his need is a question of serious import.

The *deaf-born* child has no conception of the sound of his own voice except through feeling responsive vibrations to it, and his only idea of the voices of others, or of any sound whatever, is through the vibrations of things he may touch. To give him a conscious knowledge of the production of voice, to help him to imitate movements of the mouth until he has a mastery of the instrument of speech, and then to lead him to

unite voice and mouth positions to produce elements which form the basis of spoken language, are preliminary steps in the work for little ones whose inability to speak is simply due to the fact that they cannot hear. For the same reason the acquisition of a vocabulary is infinitely more difficult for a deaf child than for one who hears. While the hearing child is learning language without the slightest effort from listening to speech about him as well as that addressed directly to him, the deaf child must acquire it through careful, painstaking study.

We would emphasize especially the needs of those whose deafness is accidental. In spite of great watchfulness on the part of the medical profession, the insidious forms of many diseases are such that deafness is appallingly common. The earlier one finds himself in a soundless world, the greater his misfortune. A child, accustomed to the numberless pleasures which come through the ear, is bewildered and alarmed at the sudden stillness of everything about him, as well as at the silence of those whose words have been the source of much of his joy in life. He suffers, too, from having no means of understanding the reason for his unhappy isolation. With children of this description our teachers begin at once to show how the appearances of the mouth represent familiar words they can speak, and to encourage them to talk freely, at the same time giving them as rapidly as possible a knowledge of writing and of the printed page. We would strongly urge the training of all deaf children in the art of speech reading, and especially those who retain even a remnant of speech.

The *partially* deaf child has a peculiar claim upon us, for he is often misjudged and misunderstood. Having no recollection of better hearing at any time in his life, he has no standard of measurement for degrees of hearing. Possibly he hears what is spoken directly to him, but in a class-room, with forty or more children, only now and then do more than a few of the emphatic words of his teacher reach him. We believe that many children who are thought to be dull, backward, slow and listless, are suffering from partial deafness; and, if for no other reason than to relieve the child of the irritating, nervous strain which partially heard words produce, we would urge all parents to take immediate steps to give their children the ben-

efits of instruction at the Horace Mann School. The transformations in thought and habit which have been wrought through the patient, quiet and effective work of its teachers are causes for pride in results. Again and again have apparently idle, inattentive and wayward pupils developed opposite characteristics, and gone from the school out into the world hopeful, reliant and ambitious, ready to fill worthily a place in it.

As members of the school board, pledged to care for the educational interests of even the humblest child in our great city, we would suggest that systematic inquiries be made in all of our schools concerning pupils who are known as inattentive, unresponsive children, and it be ascertained whether the cause for such conditions may not be from partial deafness; and we would ask the co-operation of each of our associates on the board in reaching all children who need the beneficent aid which the Horace Mann School is ready to give to wholly or partially deaf children.

Throughout the year the work in all the departments of the school gave evidence of skill, care and faithfulness on the part of the teachers, and interest and earnestness on the part of the pupils. The gain in methods of training the voices of deaf children was particularly noticeable, and gratifying results were shown by the graduating class in the ease and naturalness with which each one read or recited on the closing day of the school. They also rendered a hymn, rhythmically and with musical effect, by following, through the sense of touch, the vibrations of a piano. After the presentation of diplomas an impromptu exhibition was given of vocal exercises with piano accompaniment.

Thirty-six girls received instruction in sewing, and the results of their work were most satisfactory.

The interest in sloyd continued unabated, and whenever an opportunity occurred for a pupil to secure an extra lesson, it was always seized by some boy eager to excel in work with tools. Twenty-three boys and three girls were regularly taught in sloyd, and ten boys received instruction in card-board construction.

Drawing was taught to thirty-six pupils, and specimens of their work were placed among the exhibits of other schools, in

accordance with the order of this board. We were gratified to learn from a competent judge of art work that "for effect in form and feeling the drawings from the Horace Mann School were quite equal to those from corresponding grades in other schools." In connection with this we may quote the words of a well-known artist, who has done much in years past to give the pupils of this school a true appreciation of the beautiful and good in nature and in the realm of creative art. He says: "There is a great field open to the deaf in the way of industrial art; and, to bring about a feeling and appreciation for such work, the school-room should be an object lesson, pointing to a newer and fairer way of work than we have yet learned to know. Industrial art is a great and splendid field, as yet little worked and appreciated." We commend these words to the consideration of all good friends of the school, because such suggestions must urge us to bring to these children, debarred from hearing, the best means our city can afford for their mental and moral growth.

We are glad to make public acknowledgment of our indebtedness to Henry W. Putnam, Esq., for providing many objects of art and pictures as studies for our pupils, and for the encouragement which his approval of our work in drawing brought to us.

We are also grateful to Mr. Joseph B. Glover for his continued interest in our school and for his yearly remembrance of its needs.

Our sincere thanks are due Dr. Clarence J. Blake for his interest in our pupils and his valuable work for them during the past year, and also for the instructive lectures which he gave to their parents and friends.

Lessons in typesetting were limited to one class, and for a shorter period than ever before. We hope that more may be done in this department during the coming year.

The three classes in cookery, one of boys and two of girls, continue to enjoy the weekly lessons they receive, and reports of the practical value of this training in their homes are evidences of a good understanding of what is taught.

At the meeting of the American Association to Promote the Teaching of Speech to the Deaf, in June, the Horace Mann

School was very fully represented by its teachers. Two contributed suggestive, carefully prepared papers, and all devoted themselves to the work for which the sessions were called.

We have abundant reason for satisfaction with the good work already accomplished by our school for deaf children, and we look confidently to the future for its increasing usefulness to those who need its service.

Respectfully submitted,

ELIZABETH C. KELLER, *Chairman.*

EMILY A. FIFIELD.

FREDERICK S. BENNETT.

IGNATIUS S. McDONOUGH.

WILLIAM F. MERRITT.

SARAH FULLER HOME FOR LITTLE DEAF CHILDREN.

This Home school was founded by Mrs. Louise Brooks, and incorporated in June, 1888. It is on Woburn Street, West Medford, within fifteen minutes walk of the station on the Boston & Lowell Railroad. It is for the purpose of giving a home, with care and instruction, to such little deaf children as are too young to enter the Horace Mann School for the Deaf, and also for those whose parents or guardians cannot give at home the preliminary instruction which the loss of hearing renders necessary. It is not the intention of the management to develop the Home into a large institution for many children; its ambition is to improve the quality of its work, and to make the Home a model for similar schools elsewhere.

The receipts of the Home from June 1, 1898, to June 1, 1899, including a balance from the preceding year of \$2,364.60, were \$7,480.35. The expenditures were \$4,286.08, leaving a cash balance of \$3,194.27.

REPORT OF THE PRINCIPAL.

During the year that has just closed, the eleventh in the history of the Home, eighteen children have been under its care; four of this number have been transferred to the Horace

Mann School at Boston, two have been discharged to enter other schools, one to receive private instruction, and one, after remaining in the Home several weeks on trial, was dismissed as not being mentally qualified to receive its benefits.

Seven new children have been admitted during the year, ranging in ages from two years and five months to four years and eight months, making the youngest class that has been in the Home at any one time since its inception.

The admission of so many children at about the same time, and so nearly of an age, necessarily increased the responsibilities of the Home and entailed much greater care and vigilance on the part of the teachers and attendants; but the results attained in the development and progress of the children have been most satisfactory, and prove, if proof were still needed, the advantage in beginning the education of these little ones at a very early age, when the mind is most impressionable and when they imitate most readily, owing to their entire unconsciousness of self.

As much variety as possible is brought into the daily life of the children, and every incident is made to contribute to their pleasure and profit. Birthdays mark an era, and are celebrated as they occur; they are looked forward to with eagerness, frequent references being made to the calendar by the older children, to be sure that no mistakes are made as to day and date.

The raising of a new flag on Washington's Birthday was hailed with cries of "Flag, flag, large, very pretty," and shouts of delight. The older children took their first lesson in American history on that day, taking in with eager interest what could be told them in the simplest language. It was amusing to hear, a little later on, one of the boys tell another, whose name is Gordon, that the "G" on the cake was not for him, but for the "man," pointing judiciously to the picture of the "father of his country."

It is delightful to see the children when they return from a walk or a romp in the fields; they rush into the house with a handful of flowers, or some treasure found by the way, each eager to tell what he has seen, all talking at once and all using speech freely. When order is restored, each child is given an

opportunity to tell his or her story, which is written out on the blackboard and read by the children. In this way new words are constantly being added to their vocabulary.

The piano, so kindly donated through the efforts of a friend, has proved of great value in developing the voices of the children.

The weekly visits of Miss Jordan and Miss Adams, teachers of articulation and language from the Horace Mann School, have continued through the year, and have been a source of pleasure as well as of real help to the children. A few extracts from the reports of these teachers are given, which are of great value, owing to their large experience with deaf children.

Miss Jordan says: "In my report last year I expressed a hope that we might have a piano, not only to help these little ones to appreciate sound through the sense of touch, but to give them an idea of the rhythm of speech. Both of these results have been obtained. By allowing the children to place their hands upon the case of the piano while a chord is struck at intervals, the vibrations become, as it were, tangible to them, and after a few experiences are easily recognized. The children next associate with these vibrations the sounds of their own speech, whether given as single elements or as combinations of elements, and are led through simple rhythmical exercises, with the piano as a guide, to understand the relation of words to each other; also to know that in the expression of thought words are grouped in various ways."

Miss Adams makes the following remarks in relation to her language lessons with the children: "Their speech reading is a perfect marvel to me; the more familiar I become with them, the more wonderful does it seem. The children last year did well, but these children excel them in two particulars, and these are memory and the power to pronounce new words by analyzing them into their phonetic elements."

There has been no interruption to the work during the year, from sickness or other cause; the children have enjoyed most excellent health, having escaped even the disturbing colds usually so prevalent in winter.

We are indebted to the many kind friends who have contributed to the comfort and pleasure of the household by va-

rious gifts, not only of a useful nature, but ornamental and entertaining as well.

Our grateful acknowledgments are due to Dr. Kennedy and Dr. Sargent, whose professional help and advice are always so freely and cheerfully given.

There is no doubt that the past year has been, so far as the progress of the children is concerned, the most successful and satisfactory in the history of the Home; better results are attained each year as we advance along the line of progress, avoiding old mistakes and adopting what is best in the new methods.

We confidently feel that the work of the Home should so commend itself to every one interested in the education of very young deaf children that we shall receive not only their moral support, but that more material aid, without which it is impossible to carry to its fullest fruition any beneficent work.

ELIZA L. CLARK.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

The number of blind persons connected with the Perkins Institution at the close of the year, Sept. 30, 1899, is 252. This number embraces 168 in the school at South Boston, 70 in the kindergarten at Jamaica Plain and 14 in the workshop for adults. In the school proper the division is as follows:—

Pupils in the boys' department,	70
Pupils in the girls' department,	85
Children in the kindergarten,	70
Teachers and employees,	10
Domestics,	8

The progress of the school along its several lines of work has been steady. Not content to accept as final the present conditions, the teachers manifest a desire to reach out toward the latest improved methods of modern pedagogy, to keep in line with the trend of educational thought of to-day, and to adapt to the uses of the blind all that is found of value in the successful instruction of the seeing. Thus there is a well-defined movement toward the consummation of the splendid results

which, foreshadowed from the earliest days of this institution, have now come clearly into view and seem well-nigh within grasp.

Of the general work of the school, the trustees report to the corporation as follows :—

The doors of the institution have been kept wide open to all suitable applicants. Every child and youth of average intelligence and of good moral character, who could not profit by the educational advantages of the common schools by reason of total lack or of serious impairment of the visual sense, has been promptly admitted.

Sufficient means and facilities have been provided for the development and training of the physical powers, the mental faculties and the moral character of the scholars. The gymnasium, the quarters assigned to manual training, the school and music rooms, the tuning department, all have been well supplied with such appliances and apparatus as were deemed necessary for carrying on the work of the institution under the most favorable conditions.

Physical exercise has continued to form one of the prime factors of our system of education, and has received all the attention which its importance demands. Those who are interested in the bodily well-being of the blind will learn with great satisfaction that excellent results have been attained in this direction.

Manual training has been made one of the educational corner stones upon which the three-fold development of the pupils rests, and it has been carried on in a systematic and progressive manner, which is calculated to bear wholesome fruit.

In the literary department appropriate ways and means have been employed for the development of the intellectual faculties and for the cultivation of the mental powers of the learners, and a good amount of thorough work has been done. Improvements have been promptly made wherever there was an evident need for them, and no effort has been spared to enlarge the scope of the school and complete its equipment in such a way as to promote the use of purely scientific methods of instruction and training.

Visitors to the institution cannot fail to be impressed both with the extent of the admirable facilities which it offers to the blind of New England for the study and practice of music, and with the earnest desire shown by the majority of the pupils to profit by these advantages. To our students music has peculiar attractions which cannot be surpassed by those afforded by any other branch of study, and they manifest an absorbing interest in it.

It will be seen from this statement that the curriculum of the school covers an extensive ground, and that it is calculated to develop and cultivate with equal care the body, the mind, the heart and the æsthetic nature of the pupils.

The literary department has had few changes in its corps of instructors during the past year, and hence there has been little hindrance to the development and growth of the work in their charge. Seeking ever to reach the true meaning of the word *education*, they endeavor to assist each student to find expression for his own powers of thinking and reasoning, and to gain thus the ability of self-direction and a zest for study which can never be imparted, but must always be developed. The almost unexceptional response to their efforts has been both gratifying and encouraging.

In his report to the trustees the director has thus summarized the results of the year's labor in this direction : —

An examination both of our courses of instruction and of the methods and processes pursued in the training of the pupils will show that the fundamental ideas of modern pedagogical science have been in the ascendant, and that both the mind and the spiritual nature of the learners have been properly nurtured, and not fed with the husks which are stored in abundance within the covers of the text-books.

Great pains have been taken to teach the pupils in a simple and natural way, and to train them to observe and perceive, to investigate and find out, to examine and compare, to handle and do, to reason and judge for themselves, and to gain both the desire and the habit of obtaining through their own exertions a clear understanding of things and a knowledge of their qualities and relations, and not of depending for the acquisition of their intellectual pabulum upon the embalmed supplies in which the depositories of the printed page abound. In this wise the mind of the learner is not rendered a passively indolent recipient of dry facts and ready-made deductions and definitions, which tend to cramp, dwarf and cripple it, but a potent agent, thoroughly developed, widely expanded and fully possessed of the marvellous power of self-activity, which stirs it up, keeps it on the alert and urges it to make its own explorations and discoveries in the fields of knowledge. Its inherent energy, once awakened and stimulated, vivifies it, prevents it from relapsing into inertia, and opens to it a broad expanse of vitality and strength.

Thus the process of education is made a vitalizing force and a means

of growth, and pupils trained by this method become strong through the natural development of their powers. They are more and more thrown upon their own resources, and learn how to think, to discriminate, to express themselves, to choose the best and to take the important step from "knowing to doing," which, according to Emerson, is rarely taken.

The work of the school has been greatly facilitated by the constant use of the numerous collections with which our museum is stocked, and which have contributed very largely to the illustration and elucidation of several branches of study. These facilities are steadily enriched by the addition of new specimens, models and apparatus of various kinds; and it is simply just to say that there is no other institution for the blind, either in this country or in Europe, in which natural history, geography and physics are made so clear to the minds of the pupils as in ours.

The year has been a busy one in the music department, for many branches of activity are embraced under this generic head. With the aim of forming each pupil into a thoroughly grounded musician, and not merely a clever performer upon some one instrument, the theoretical and historical study of the subject are made to go hand in hand with its practical side. The addition of some wind or stringed instrument, for practice in *ensemble* work, and the fundamental principles of vocal training combine with the regular instruction in pianoforte playing to make a complete and well-rounded course of study. Many pupils are trained to become skilled tuners of pianofortes, by a course which offers ample opportunity for experience in this direction, and also in making such repairs to an instrument as may receive attention outside of a factory.

Mr. Anagnos has given the following account of the work done in this department: —

To the blind, music is of far greater importance than to any other class of people; for it is through it alone that they can gain a clear conception of the beautiful and the pleasure arising from its contemplation, as well as a love of art and an insight into its ideals or a gladness in its power and possibilities. From works of sculpture and from models of architecture they are able to derive only a partial and imperfect idea of art, and no æsthetic culture; while painting, although it "emulates the poet's lays" and is a noble and expressive

language, invaluable as a vehicle of thought, is a sealed book to them. It is the sweet accord of sounds alone that has a powerful effect upon the spirit of the sightless man, invigorating his emotional and artistic nature and fostering his imagination. Without it no high realization in art is possible for him.

Music holds a commanding place in our school curriculum, and the work of the department which is devoted to it has been carried on with vigor and with very gratifying results.

The course of instruction therein pursued has for its aim the thorough training of the pupils in the various branches of music, both instrumental and vocal, and the development of their special aptitudes, and they have made excellent progress in their respective studies.

In the department of manual training the aim has been not so much the execution of some allotted task or the formation of some article, as the systematic development of that portion of the brain which is directly affected by the use of the hands, and becomes vivified in direct proportion as the weak, nerveless hands become strong and dexterous. A better appreciation of form and extent follows in the train of this work, while precision and neatness are inculcated by it.

The sloyd methods are employed in this institution with excellent results, which are thus characterized by Mr. Anagnos :—

It is a general conviction and firm belief among enlightened observers and broad-minded students of pedagogy, that systematic exercise of the hands, combined with gymnastics under shelter and games in the open air, is productive of beneficent results in more ways than one. It promotes physical health and vigor, and exerts a potent influence on the intellect, the will and the character. It increases the power of concentration, begets the habit of accurate observation and close comparison, confers precision, engenders self-reliance, and co-ordinates the action of body and mind. As Page puts it, "there can be no thoroughly clear and enlightened brain without the cultivated hand."

But in order that the manual training may serve adequately its educational purpose, it must be based on physiological principles, and carried out in a rationally arranged course of progressive exercises.

Firstly.—Its main object should be general organic development, and its method strictly causational.

Secondly. — It should aim at arousing and stimulating the whole mental activity, and at producing strong intellectual fibre and ethical rather than technical or mechanical results.

Thirdly. — It should strengthen the will by forceful motives, and render it commander and ruler of the muscular system.

Fourthly. — It should give skill of organism to be used in life, and not merely dexterity of hand to be applied to industry.

Fifthly. — It should realize the source of power that lies in the emotional life of children, and make this an integral part of its method.

Sixthly. — It should call out and cultivate the natural capacity of the learner for creative work with the hand.

Lastly. — It should bring into play a large area of motor cerebral energy, which the ordinary handicrafts leave untouched.

There are in vogue several forms of manual training, which will cover more or less thoroughly parts of the above described ground; but the conditions just enumerated can be fully met and adequately fulfilled only by sloyd, which alone is founded on a purely rational theory, and in practice carries the principle of cause and effect into definite educational action. A large number of models and tools of various kinds are used in the practice or application of this system, and through its exercises the interest and spontaneity of the children are aroused, their general health and poise are improved, power of brain, skill of hand and fineness of touch are gained, a delicacy of the sense of beauty is cultivated, and the nervous and muscular systems are toned up and brought into harmonious co-operation.

It is very gratifying to be able to say that sloyd has been gaining ground very steadily in our school, and that in the course of each succeeding year its beneficent effects upon the development of our pupils are more and more evident.

Physical training is by no means neglected. Four times a week each pupil repairs to the well-equipped gymnasium, where he finds recreation after close application to literary and musical studies, and gains a strength and vigor of body that do much to overcome the inertia and apathy to which the blind might easily fall a prey were it not for this systematic and obligatory exercise.

The Howe Memorial Press, although restricted in its operations for lack of adequate facilities, meets the demands of many students and readers all over the country. The harvest of the

year includes two volumes of Green's "Short History of the English People," two of Pope's "Homer's Iliad," Goodwin's "Greek Grammar," Ellen Cyr's "Interstate Primer and First Reader" and Mary Burt's "Odysseus." As aids to the study of music, Part II. of Norris's "Practical Harmony," Part II. of Loeschhorn's "Studies for the Pianoforte," and Cole's "New England Conservatory Course in Sight Singing," have been printed, together with many carefully selected pieces of music.

The kindergarten has exerted its beneficent influence over the usual number of little children, for, even if a place becomes vacant, it is soon claimed for some unfortunate little child. Thanks to the new primary building, however, which has relieved the pressure upon the boys' kindergarten department, no little boy need now be denied admission for lack of room. It is hoped that the same desirable condition of things may soon be reached in the case of the little girls. Of such inestimable value is this portion of the course, affording, as it does, that careful nurture of budding powers, which is most effective at this early impressionable age, that it is a matter of keen regret when a child is deprived of this blessed privilege, through ignorance or negligence or the mistaken policy of its parents. When such a child is finally placed in the parent school at South Boston, too old for the kindergarten and yet showing sadly the need of just such training toward symmetrical development as it affords, the difference between him and the more fortunate little human plant, which has been tenderly pruned and bent in the right direction, is painfully perceptible.

The kindergarten has passed a prosperous year, which has been attended by growth and progress in every line of work. At the beginning of the present school year six little girls were transferred to the school at South Boston, while eight little boys took their places in the primary building at the kindergarten.

The three pupils who are deaf as well as blind have maintained their standing in their respective classes, keeping well abreast of the requirements of each day.

Edith Thomas is still the soul of integrity, and works out the problem of her own development under the guidance and supervision of the wise and whole-souled instructors, who form a background of loving care, watching over her progress but

endeavoring not to disturb the strong note of individuality which is the keystone of her character.

Elizabeth Robin is surrounded by the same influences as those which envelop Edith, and her education is proceeding along the same lines. Her record for the year shows a satisfactory progress in the various studies to which, as a member of the fifth class, she devotes her school hours. Tall, graceful, sunny-hearted and loving in disposition, she calls forth an answering wealth of affection from every one that she meets, and has a host of friends who watch her achievements with pride and who glory in her mastery of the stumbling-blocks in her path.

Tommy Stringer is now a well-formed and sturdy boy of thirteen, with mental attainments quite in proportion to his physical development. He has been placed in the primary building at the kindergarten, where his natural taste for manual work may be more readily gratified in the well-appointed sloyd room which that house contains. This change being in the line of promotion, he has accepted it with pride, and has begun the new school year with increased interest in his work and studies. He is never at a loss for employment during his waking hours, and many are his mechanical contrivances and inventions. Sometimes he works diligently upon the plan of some public building; sometimes his talents are engaged in making repairs at home, such as replacing a worn window-cord or remedying a defect in a lock or bell. It has become something of a problem to supply the amount of physical exercise which is needed to counterbalance his excessive mental activity, for he is so strong as to be practically tireless through any ordinary exertion. His health is perfect, and very rarely has he to give up work or play on account of physical ills.

The list of the benefactors who in the midst of their own well-being remember his needs shows a class of friends whom any one might be proud to claim; and the recurrence of their names year after year proves that this is no passing interest of the moment, but a deep-seated and abiding faith in the work of reclaiming to the world of light and love this one darkened little soul.

THE MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, WALTHAM.

While the Massachusetts School for the Feeble-minded is no longer required by law * to report to the State Board of Education, it is nevertheless so related, if not on its custodial side, at least on its school side, to the general educational policy of the Commonwealth as to justify recognition of its important work by the Board, as in former years. The trustees of the School for the Feeble-minded apparently take this view of the matter, as may be noted in the opening words of their report:—

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 12, 1899.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Insanity and the State Board of Education.

The trustees have the honor to submit their report for the year ending Sept. 30, 1899.

The average number of inmates during the year has been 605. There are now in the school 622 feeble-minded persons of all descriptions. Of these, 225 are supported by the Commonwealth in the school department and 84 in the custodial department. Cities and towns pay for the support of 227 in the custodial department. There are 35 private pupils, most of whom pay the average cost of maintenance and instruction, while a few pay somewhat less and a very few pay more than the average cost. There are 36 beneficiaries of other States who pay each \$300 per year. There are 15 pupils in the school department supported from the income of invested funds, the same being legacies and increase from legacies.

The current expenses have amounted to \$101,550.09, or \$3.22 per week for each inmate.

Further statistical matters appear in the reports of the treasurer and superintendent; and, indeed, it is to the report of the superintendent that those interested in the work of the institution must turn for information regarding the condition of the school, further than that its management has continued

* See section 26, chapter 433, Acts of 1898.

to be most satisfactory to the trustees, and that their trust in the superintendent remains unchanged. The head of this institution has the knowledge and experience, the temperament and devotion to duty, that would insure success in any work of the character of that in which he is engaged. With him in charge the trustees are counsellors more than directors.

The condition of the school has also met the approval of others having an interest in it. On the 11th of April a day was spent at the school by the Massachusetts Relief Officers Association in a body. Many of the visitors who were town or city officers expressed a satisfaction at the clearer knowledge gained of the manner in which money paid for their own custodial cases was spent; and many were enthusiastic in their commendation. The occasion can hardly fail to prove a benefit to the school.

The parents of the children were invited to attend an exhibition at the school on June 8, and came in large numbers. They were permitted to make a very general inspection, and doubtless went away with a brighter and truer idea of the school life and the lot of their own unfortunate children than they have ever obtained from individual visits.

Still another exhibition was held at the school June 20, when the members of the corporation and their friends, and several medical gentlemen interested in similar institutions, were invited to meet the trustees. There were about fifty present.

The event of the year has been the acquisition by the Commonwealth for our use of a large tract of land in Templeton, and this indeed marks the beginning of a new era in the life of the school. Members of the corporation are familiar with the considerations which led to the purchase; but since the Legislature, to which our annual reports are in part addressed, is ever changing in its membership, and since the school depends for its continuation from year to year upon the generosity of the Legislature, it may be well to review so much of the past as will show what has brought about the enlargement now given to our field of labor.

Nine years ago (1890) the corporation met for the last time in the building at South Boston, which had been the home

of the school from the beginning. The old building, originally an almshouse, had been added to from time to time, and then held all the school department cases, 107 in number, and also 49 custodial cases. The removal to Waltham, however, had already begun. The farmhouse at Waltham was occupied by 25 large boys, and in the new asylum or custodial building just then completed were 119 inmates, of whom 57 were females over fourteen years of age. We had in all at South Boston and Waltham 296 idiots and feeble-minded persons, an increase of 94 over the previous year. In our report for the year (1890) we recited that \$200,000 had been granted by the Legislature to erect new buildings, and that it was a condition of the grant that we should provide for 250 patients. We said that we should be able to take care of 350 patients with the buildings already erected and in process of erection, and added:—

It is quite likely that before the end of the present decade further accommodations will be required for about one hundred additional custodial cases. But a single dormitory would be needed, and this of a simple and inexpensive form, to be connected with the main custodial building by a covered way. With the second dormitory for the school department, and such additional building for the custodial department, it is quite unlikely that any further large outlay of money would be required for the institution during the next half-century.

This statement has not turned out to be true, nor have we lived up to it. We have asked for further appropriations, and have not asked in vain. Early in 1896, having in all 423 inmates, we asked and obtained \$60,000 with which to provide accommodations for 150 more; and with the additional buildings erected under the appropriation, two in number, we provided for 200 additional cases, so that we now have in all our dormitories accommodations for about 600 inmates. Under pressure we have 22 cases over that number. But before the first of these buildings was completed, hundreds were demanding admission that could never be received for want of room. More than this, under the great pressure for admission the custodial cases were fast crowding out the school cases. This

was contrary to the traditions, the original object and the policy of the institution. The Commonwealth requires the education in public or private schools of all her normal children at the expense of the cities and towns or parents. From her own treasury she provides for the instruction and education of indigent children of feeble intellect that are capable of being benefited by school instruction, and, in her compassion for the unfortunate, pays also for their maintenance. And thus the school is a part of the system of public education. It was founded for the benefit of improvable cases. Our late president, in a foot-note added by himself to the annual report of 1896, while it was in press, said: "The school department of this institution, originally the only department, remains and will always remain the chief department, worthy, above all other departments, of being amply sustained." From this point of view it is not an absurd theory that in any one case the benefit conferred by this charity directly upon the individual, without regard to other persons, is in proportion to the capability of the individual to be mentally benefited thereby. For many years, however, the school has had by law a custodial department as an asylum for hopeless idiots, for feeble-minded males beyond the ordinary school age, and as a safe home for large girls and full-grown women of weak intellect; and for some time, as stated above, this custodial department has encroached more and more upon the school department. This is in part because some of our pupils stay on after they have passed the school age limit, having no homes to which they may be returned, and partly because the low-grade applicant appeals more successfully to our sympathy than the brighter child, and much consideration is had for the homes and community benefited when we take a disagreeable case.

The relief was suggested by our able superintendent. New land must be occupied in another part of the State. Dr. Fernald recalled what had been accomplished at Waltham by our adult males. In a few years they had transformed a hundred acres of land, much of it wild land, into garden and park. With sufficient territory care could be assumed of all the adult males and large boys of feeble intellect in the Commonwealth.

More than this, if a tract of land of large enough dimensions should be acquired, eventually a home and employment could be provided for many adult females, there being much out-of-door work of an agreeable and attractive nature that can be done by able-bodied women. There was no more land to be had in this vicinity, and he recommended going out fifty miles or more upon one of the railroads that stretches by the entrance gate at Waltham, and searching for suitable land that could be obtained with generous bounds, at little cost. Let the location be healthy, with a plentiful water supply, our superintendent said, then no matter how poor and rough the land. The poorer, the greater would be the opportunity for work, and opportunity for work was the thing most needed; it were better that the task of reclaiming should never end. Vacancies could be created from year to year at the school at Waltham, sufficient to admit new applicants in large numbers, by the transfer to some newly acquired estate of corresponding numbers of well-trained workers, and the school department could be conducted as originally intended. Thenceforth no applicant for admission to the school department need be turned away.

The plan met with the approval of the trustees, and was presented to the corporation and the Legislature in the annual report for the year ending Sept. 30, 1896. An exhaustive report by the superintendent, which was in the nature of an essay upon the general subject of the care of the feeble-minded in large numbers, was appended. In the trustees' report was embodied a petition to the Legislature for a grant of \$20,000, to be expended under the direction of the trustees, for the purchase in the name and on the behalf of the Commonwealth of additional land for the institution. By a resolve approved May 6, 1897, the sum asked for was granted, upon the condition that any purchase under the authority of the resolve should be subject to the approval of the Governor and Council. Naturally the selection and purchase were not the work of a day. Finally, however, we have been successful in both. A territory three miles long, and a mile, more or less, wide, consisting of seventeen parcels of land, and containing in all 1,660 acres, lying mostly in Templeton, has become, with the approval of

the Governor and Council, as required by the resolve, and of the State Board of Health through their kindness and courtesy, the possession of the Commonwealth for the benefit of the school, at an expenditure of \$19,005.61; which includes every item of expense incurred for the search of the land, the deeds, revenue stamps,—in fact, every expense, of every name and nature. This was nearly \$1,000 less than the appropriation.

A small portion of the estate lies in the town of Phillipston. The railroad station will be at Baldwinville on the Fitchburg Railroad, sixty-five miles from the Waverley station upon the same road. The Baldwinville station is about two miles distant from the probable location of our first settlement. The estate lies for about a mile along a State road projected from Gardner to Athol. North of this road it extends in a northerly direction for about three miles on both sides of Beaver Brook, which empties into Miller's River. Wells dug along the water-sheds of the brook will furnish an ample supply of water for the institution for every purpose.

The land is of varied quality, some of it fairly good for farming, some of it woodland, but most of it rough and stony, upon which lusty men and boys may exert their energies for years with seemingly as much work as ever before them. It is high land and hilly, three of the hills rising 1,100 feet above the sea level. The highest of these hills (1,220) has been named Eliot Hill, in memory of our late president. But there are sheltered nooks all through the property, each of which in good time may be the location of a simple dormitory with accompanying outbuildings, appropriated to some particular grade or assemblage of inmates. It is well for our people to have their dwellings in the immediate vicinity of their work; and it is well for the different grades or classes to live apart from one another. And there is something rather pleasing in the thought that, in the not very distant future, our lowest-grade cases, our real idiots, will be sunning themselves in summer, and getting themselves steam-heated in winter, to their full satisfaction, without annoyance to or from any person in or out of their own very little world,—a very little corner of the Templeton estate.

We are not yet prepared to state in detail plans for the enjoyment of the new property; for the performance of the further trust given into our hands. . . . We mean to work upon its general lines. We hope, however, to make a somewhat larger beginning than was at first intended, and we deem it necessary. We have had 321 applications for admittance during the last year, and have taken only 98 new cases. Of the applicants of the last few years whom we have been obliged to refuse, probably 800 are living and may be regarded as a waiting list. This is a larger number than is now at Waltham of all descriptions. We feel that we ought therefore to immediately set about making preparations for the reception at Templeton of 200 inmates.

And for this purpose we now herein and hereby petition the Senate and House of Representatives, in General Court assembled, for an appropriation of \$50,000, the same to be expended in furnishing the necessary accommodations for the removal to the Commonwealth's land at Templeton of a portion of the feeble-minded inmates of the school at Waltham.

FRANCIS J. BARNES,
ELIOT C. CLARKE,
ELIZABETH E. COOLIDGE,
J. S. DAMRELL,
SAMUEL HOAR,
W. W. SWAN,
GEO. G. TARBELL,
ERSKINE WARDEN,
F. G. WHEATLEY,
CHARLES F. WYMAN,
Trustees.

SUPERINTENDENT'S REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WAVERLEY, Oct. 12, 1899.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1899:—

	Males.	Females.	Total.
Number present Sept. 30, 1898,	351	247	598
Admitted during year,	61	37	98
Whole number present,	412	284	696
Discharged,	41	12	53
Died,	10	11	21
Number present Sept. 30, 1899,	361	261	622
Average number present,	350	255	605
School cases admitted,	36	18	54
Custodial cases admitted,	24	20	44
Private pupils now present,	19	16	35
Massachusetts school beneficiaries,	147	78	225
Cases supported by income of invested funds,	10	5	15
Custodial cases supported by State,	44	40	84
Custodial cases supported by cities and towns,	114	113	227
Beneficiaries of other New England States,	26	10	36
Applications for admission during year,	-	-	321

Of the 98 admissions, 24 were of school age and grade ; 39 were over fourteen years of age, and of this number 18 were females ; 14 were transferred from Tewksbury Almshouse and 4 from the Lyman School for Boys at Westborough.

Of the 53 discharges, 40 were taken home by their friends for various reasons, 7 were discharged by request of the overseers of the poor, 3 were transferred to the insane hospital, 2, aliens, were sent out of the country by the government authorities, and 1 ran away to his home and was not returned.

There were 21 deaths during the year. Of these, 6 resulted from epilepsy, 3 from tuberculosis, 3 from marasmus (probably tuberculosis), 2 from pneumonia, 2 from meningitis, and 1 each from stricture of œsophagus, Addison's disease, organic disease of brain, measles and heart disease.

At the beginning of the school year we had an outbreak of 21 cases of mild diphtheria, all of whom made a good recovery. We also had 59 cases of measles develop in five different dormitory buildings during the winter and spring. Many of the cases of this disease occurred among our young and feeble low-grade children, and were attended by serious complications. One death only resulted directly from the measles, but several deaths were caused by diseases which followed and were indirectly due to that disease. With the above exception, the health of our large family has been as good as usual.

There have been 321 applications for admission during the year, the largest number in the history of the school. It is not possible in this report to describe the urgency and persistency with which these applications are made by the relatives and friends of the children. Of the 321 applications made during the year, we have been able to admit only 65. And as a rule the children admitted have not been those capable of the most improvement, but cases where the welfare of the child or of the family at home demanded that he be cared for here. In fact, nearly all of our admissions have been emergency cases received here to relieve actual distress. We have now on file over 1,000 applications for admission.

About two years ago Miss L. J. Sanderson was obliged for domestic reasons to temporarily withdraw from the service of the school. She has now, much to our regret, decided to make that withdrawal permanent. Miss Sanderson's tact and ingenuity, and her unusual qualifications as a teacher of the feeble-minded, have made her work especially satisfactory and successful. They will be fortunate who are able to secure her skilful and experienced services for their children.

The current expenses for the past year have amounted to \$101,550.09, or \$3.22 per week for each inmate.

During the year we have completed the new avenue extending from the school group of buildings through the grove to the Quince Street entrance to the grounds. The labor on this road was practically all done by our boys.

We have introduced shower baths in three of our dormitory buildings; the ventilation of the older buildings has been greatly improved by enlarging the air inlets and vent flues and the placing of additional steam pipes in the vent flues.

The lower story of the old part of the stone farmhouse has been entirely reconstructed in the most substantial manner. The cost of this and other improvements has been charged to current expense account.

We have also built a barn for the milch cows, at a cost of \$2,017, and a stable for the horses, costing \$2,999. These buildings are to take the place of the barn destroyed by lightning the previous summer. We now have 27 good cows, and during the year these cows have produced 66,308 quarts of milk.

The event of the year in the history of the school was the purchase of the large tract of land in Templeton. . . . The estate at Templeton was selected as practically meeting the conditions specified in the general plan outlined therein. The detailed plan for the development of this estate needs only the modifications suggested by the actual conditions as found at Templeton.

We have nearly or quite 2,000 acres, embracing four large hills, with the valleys and level land between the hills. There are at least 150 acres of good, strong farming land, now sowed to grass or ready for the plough. There are four thrifty orchards, which last year produced over 1,200 barrels of marketable apples. There are several thousand cords of good hard wood, besides considerable timber scattered over several hundred acres of woodland. The pastures, in their present condition, will pasture one hundred head of stock. There is a brook basin which will furnish an unlimited supply of the purest water. Large deposits of sand and gravel, in convenient locations, will provide for the disposal of sewage. There is an abundance of stone, gravel and clay for building purposes. There are hundreds of acres of sprout land, covered with stones, stumps and bushes, which the labor of our boys can transform into cultivated fields. The seven farmhouses on the estate are pleasantly located and can be put in fairly good repair. At least three of the barns are in good condition and ready for use.

At Waltham we now have one hundred able-bodied adult male inmates, who have been kept busy with the rough work of developing our estate. This work is now practically completed, and we need the lighter work of cultivating the farm and garden, as occupation and as a means of industrial training for the younger boys of the school. I recommend that suitable provision be made for the transfer of these one hundred able-bodied males to our Templeton estate in the spring of 1900.

In making provision for these persons, certain facts should be borne in mind. The persons to be provided for are a selected class of the feeble-minded. Nearly all of them have been under training in this school since childhood. They do not need expensive schoolrooms and appliances. They are not

sick people, requiring hospital provision or care. They are not violent, insane or criminal, requiring heavy brick or stone walls to prevent escape. They need only the most simple living and sleeping apartments, roomy, sunny, well warmed and ventilated, with the very best toilet and bathing facilities and suitable appliances for the cooking and serving of food.

Our Templeton land, roughly speaking, forms a sort of parallelogram, one mile wide by three miles long. The present dwellings and barns, with the land now under cultivation, are practically located in two groups, one at each end of the territory. In each group there is a house which with some repairs would provide living rooms for employees, kitchen and dining rooms for the boys. The erection of a simple building for dormitory and toilet rooms, connected or adjacent to each of these buildings, would provide entirely adequate accommodations for a family of fifty boys in each place at comparatively small expense.

There is no reason why the buildings for these first two families, at least, should not be constructed of wood, of the slow-burning type of construction, of one or two stories, with windows near the ground for egress in case of fire.

It should be understood that the simple buildings and the simple conditions of living proposed are applicable only to this adult able-bodied class of the feeble-minded. For our young school pupils or our helpless custodial cases we could not suitably provide at less expense than we have done here at Waltham.

The large extent of the estate seems to make it necessary that these first two colonies should be located some distance apart, in order that the boys may live near the barns, fields, pastures and wood lots where they will be employed. With no elaborate buildings to care for, they can at once begin to raise milk, butter, eggs, potatoes, apples, beans, etc. The parent school at Waltham will provide a market for all the surplus farm products. In the winter they will be kept busy with the care of the stock and the cutting of fire wood for cooking and heating purposes.

In addition to the farm work, the boys can begin the preparations for the building for the next colony, the site of which

would be determined by the location and character of the work to be done by the boys who are to occupy that building.

As our numbers increase and as other areas of land are cleared and developed, other farm colonies would be organized. In time certain work would be specialized, and a group of boys would live near the central laundry building, where they would be employed, another near the shops for carpenter, blacksmith and other mechanical work; another near the poultry farm, etc.

Our plan for providing for this class does not contemplate the organization of a conventional institution, but the gradual development of an agricultural and industrial community, our people living in simple, inexpensive dwellings, similar to those in other farming communities. This community will eventually have an amusement hall, a saw mill, a grist mill, a tailor shop, a paint shop, etc., every sort of employment and every sort of recreation, — everything, in short, that goes to make up the life in a typical country village.

In order to establish and maintain a high standard of physical, mental and moral care of the inmates, and to insure the successful working of the plan, a competent, experienced medical officer should be on the ground from the beginning, to closely watch and supervise all the workings of the community.

The class of cases now and hereafter to be transferred to Templeton should include only those who have received a thorough course of school training and discipline and manual and industrial training at the school department at Waltham. Untrained and undisciplined, they would not do well under the conditions we expect to establish. Each year a certain number of adults would be promoted from the school department to citizenship in this community.

The boys are already anticipating the removal to Templeton. The berries and fruit from our new farm which they have already enjoyed, and the stories of the strawberries, blueberries, blackberries, apples and chestnuts promise to them some of the joys which are the unalienable rights of the boys "outside," but which hitherto have been out of their reach.

The withdrawal of this group of one hundred or more from the school department would enable us to admit an equal number of young, improvable pupils.

Respectfully submitted,

WALTER E. FERNALD,
Superintendent.

NEW ENGLAND INDUSTRIAL SCHOOL FOR DEAF MUTES.

RESOLVE IN FAVOR OF THE NEW ENGLAND INDUSTRIAL SCHOOL FOR DEAF MUTES.

Resolved, That there be allowed and paid out of the treasury of the Commonwealth two thousand dollars to the New England Industrial School for Deaf Mutes, to be expended under the direction of the trustees thereof for the educational purposes of said school for the year eighteen hundred and ninety-nine; and said trustees shall report to the state board of education. [*Approved March 9, 1899.*]

BEVERLY, MASS., Jan. 1, 1900.

To the Board of Education of the Commonwealth of Massachusetts.

In compliance with chapter 17 of the Resolves of the year 1899, the trustees of the New England Industrial School for Deaf Mutes submit the following report of their expenditures of the sum authorized by said resolve:—

Treasurer's Statement of the Receipts and Expenditures of the New England Industrial School for Deaf Mutes, Beverly, Mass., for the Year ending Jan. 1, 1900.

Balance Jan. 1, 1899,	\$382 44
Receipts:—	
State appropriation,	\$2,000 00
Donations,	1,544 55
Cash from farm,	153 79
Legacy (Mrs. Howe),	300 00
Cash,	125 00
	<hr/>
	4,123 34
Total,	<hr/> \$4,505 78

Expenditures:—

Salaries,	\$1,397 25	
Groceries, coal, etc.,	1,277 21	
Repairs and additions,	641 97	
Farm,	878 72	
Deposited to permanent fund,	300 00	
	<hr/>	
	\$4,495 15	
Balance Jan. 1, 1900,	10 63	
	<hr/>	
		\$4,505 78
		<hr/>
Amount of outstanding bills (loan, groceries, grain, lumber and coal),		\$2,018 95
The permanent fund amounts to		\$2,260 55

JOHN W. CARTER, *Treasurer*,
 PETER E. CLARK,
 ROBERT R. ENDICOTT,
 ANNIE M. KILHAM,
 GILBERT A. TAPLEY,
 CHARLES WOODBERRY,
 PATRICK J. LYNCH,
 SAMUEL COLE,

Trustees.

APPENDIX I.

REPORT ON COUNTY TRUANT SCHOOLS.

BY FRANK A. HILL, SECRETARY OF THE BOARD.

Based on Reports by Superintendents of the Truant Schools, by John T. Prince, J. W. MacDonald and G. T. Fletcher, Agents of the Board, and on Information from Other Sources.

THE COUNTY TRUANT SCHOOLS.

Visitation by the State Board of Education. — The Legislature of 1898 ordered that county truant schools should be subject to visitation by the State Board of Education and by the State Board of Lunacy and Charity, and that said boards should report thereon annually to the Legislature.

Accordingly, agents of the Board have visited the different county truant schools, and made reports thereon to the secretary of the Board. From their reports as well as from such other sources as are available, the material of the present report has been prepared. No attempt has been made to give a complete or exhaustive view of the county truant schools. In some instances the report is limited to educational conditions only.

County Truant Schools of the State. — The following table gives a list of the different county truant schools in the State : —

County Truant Schools.	Location.	Superintendent.	No. of Pupils.
Essex,	Lawrence, .	H. E. Swan, .	36
Hampden,	Springfield, .	E. G. Ward, .	26
Hampshire and Franklin, . .	Goshen, . .	W. A. Barrus,	—
Middlesex,	No. Chelmsford,	M. A. Warren,	116
Norfolk, Bristol and Plymouth, .	Walpole, . .	A. R. Morse, .	50
Suffolk, — Boston Parental, .	West Roxbury,	Buel C. Day, .	196
Worcester,	Oakdale, . .	F. L. Johnson,	28
Total,			452

It will be noticed that but ten of the fourteen counties of the State are named in the foregoing list. The counties of Barn-

stable, Berkshire, Dukes and Nantucket are by law exempted from maintaining truant schools of their own, but the county commissioners of each of these excepted counties are authorized to avail themselves of any existing county truant school as a place of commitment.

ESSEX COUNTY TRUANT SCHOOL.

REPORT OF THE SUPERINTENDENT.

The School.—The Essex County Truant School is located at Lawrence, about two miles below the city, on the bank of the Merrimac River. The buildings were formerly occupied as a school for boys, and owned by the city of Lawrence. At that time the number of pupils was much less than at present. The school, since its change to a truant school, has grown until the buildings are too small to accommodate the number of pupils now there. Much of the cellar has been taken for the steam plant, thus curtailing the playroom and laundry.

A farm of thirty-three acres is connected with the school. It yields hay enough to keep a stock of six cows and three horses, the cows supplying a liberal quantity of healthful food for the pupils. Many vegetables are also raised for home use, and the surplus is readily disposed of at the city, the proceeds of which add materially to the support of the school, as may be seen by the annexed table, and the work affords healthful open-air exercise for the boys.

The health of the pupils has been excellent, not a case of serious illness having occurred during the year.

Reasons for More Uniform Sentences.—The act of the Legislature of 1898, which placed the pardoning power in the hands of the county commissioners, has in some cases seemed to shorten the time of sentence. Formerly most of the sentences were for two years, while now they are for less than eighteen months. Only five towns and cities of Essex County are now represented at the school. One city has committed eighteen pupils, while another city nearly as large has but four. Why is this? As much as possible (with the aid of the truant officers) we keep trace of the lives of the boys after they leave the school. But can it be expected that a large per cent. of

them can be saved, or that great progress can be made in fixing good habits, with only six to twelve months' teaching, and a return to the same conditions, environments and associates which were theirs before commitment? Are not the homes and their surroundings in many cases more to blame than the boys? Let us have more uniform sentences, as it is supposed that all cases are committed for truancy and not for crime. Why should not all be sentenced alike? It seems as if better results could be obtained if a full two years' sentence were passed at the school.

Receipts and Expenditures.—Receipts and expenditures for the year were as follows:—

Amount received from towns and cities for board of boys,	\$3,160 12
Amount received from farm sales,	1,337 24
Amount received from chair seating,	652 18
<hr/>	
Paid county treasurer,	\$5,149 54
Net cost of school,	4,547 42
<hr/>	
Total drawn from appropriation,	\$9,696 96
Net cost per capita per week,	2 07

Commitments and Discharges.—The following facts about the boys are of interest:—

Boys 16 years old when committed,	1
Boys 14 years old when committed,	3
Boys 13 years old when committed,	7
Boys 12 years old when committed,	4
Boys 11 years old when committed,	4
Boys 10 years old when committed,	3
Boys 9 years old when committed,	1
Boys 8 years old when committed,	1
Boys 7 years old when committed,	1
<hr/>	
— 25	
Sentenced for 2 years,	8
Sentenced for 18 months,	1
Sentenced for 12 months,	11
Sentenced for 9 months,	2
Sentenced for 6 months,	2
Sent by parents,	1
<hr/>	
— 25	
Committed for truancy,	21
Committed as a school offender,	1
Committed as habitual absentees,	2
Committed by parents,	1
<hr/>	
— 25	

Committed from Lynn,	18
Committed from Lawrence,	4
Committed from Andover,	1
Committed from Peabody,	1
Committed from North Andover (by parents),	1
	— 25
Number who could read and write,	20
Number who could read but not write,	1
Number who could neither read nor write,	4
	— 25
Number of boys in school Oct. 1, 1898,	44
Committed during year,	25
Returned to school,	1
	— 70
Discharged,	22
Released on probation,	11
Eloped,	1
	— 34
Number in school Oct. 1, 1899,	36
	— 70

Results of Releases on Probation. — The following statement gives the results of releases on probation for a series of five years : —

	Released on Probation.	Returns from Probation.
For the year ending Feb. 1, 1896,	4	—
For the year ending Feb. 1, 1897,	42	—
For the year ending Feb. 1, 1898,	58	12
For the year ending Feb. 1, 1899,	33	13
For the year ending Dec. 1, 1899,	21	1
	158	26

Why the Boys played Truant. — To ascertain from the point of view of the boys the reasons for their truancy, 100 of them were asked to answer the following questions : —

1. Why did you "hook Jack" (i.e., play truant)?
2. Where did you usually go, and what do?
3. Who usually went with you?
4. Did you take the lead, or did some other boy lead you to "hook Jack"?
5. What did you like best about your school outside?
6. What did you like least about your school outside?

Answers to question 1 were not illuminating, consisting chiefly of "Because I did not want to go to school," "Did not like to study," and the like.

Analysis of answers to question 2 shows that: 26 went with the crowd, *i.e.*, went down town, looked in the shop windows, went around with the boys; 22 engaged in some business or work; 22 went to the water (or ice); 20 went to the theatre; 18 made a point of getting tobacco; 12 engaged in theft; 10 went in pursuit of land sport of some kind, as base ball; 9 were attracted by horses, and went with expressmen or stayed around stables; 4 confessed to "bunking out."

In reply to question 4, 70 claimed to have taken the lead. It usually happens that the leader is the first of the "gang" to go to the Parental School.

Answers to question 5 were meagre: 2 expressed a liking for the teacher, 3 for drawing, 2 for manual training and 1 for physical exercises.

In reply to question 6, 19 expressed a dislike for the teacher or master, 2 for music, 1 for drawing and 2 for physical exercises, while the great majority expressed simply a like or dislike for some such study as arithmetic, language, history.

H. E. SWAN,
Superintendent.

AGENT'S REPORT.

Mr. Prince, agent of the State Board of Education, reports as follows: —

Land and Buildings. — The building in which the school is kept is an old one, but seemingly in good repair. In commodiousness, lighting, cleanliness, in all respects save in room for bathing and for play in stormy weather it is satisfactory, or as satisfactory as an old building can be. There are no facilities for manual training except through the bottoming of chairs, which is only slightly educational in value. Of course this work does give necessary occupation for the boys, and as such is good, but its value as compared with skilled manual work is small.

The grounds are extensive, — 33 acres, — affording ample opportunity for all the boys — 40 at the time of my visit — to work several hours a day during the farming season. The

time set for boys to work on the farm or in the shop is five and one half hours daily, and four hours daily in the school-room.

Educational Conditions. — In all respects except ventilation the schoolroom fairly well serves its purpose. There are no means of getting rid of the bad air or of bringing in the fresh air except the windows and doors; and, as the room is heated by direct steam radiation, the air must be very foul on days when the windows cannot be opened.

For supplementary reading there is a well-equipped library, which the boys use freely in the evening. In appliances for teaching the school is not well supplied.

Character of Teaching and Discipline. — A good spirit seems to prevail. To all appearance no very harsh measures are used. The marking system is employed quite generally, — a given number of marks obliging the offender to be deprived of certain privileges or to receive a whipping, and no marks within a given time entitling the boy to be on what is called the “clear record” list. The “clear record” boys — seven at the time of my visit — have certain privileges, as, for example, a certain place at the table, with an occasional extra piece of pie, and now and then a ride. The boys are said to prize greatly this honor.

The teaching seems to be as good as one has a right to expect, where it is not based on professional training and extended experience. The boys were quite attentive and studious. Recitations were heard in reading, language, geography, singing and memory gems, with fair results. For this kind of a school there should be a teacher for every fifteen or twenty boys. The work required is preventive and constructive, and the greatest care should be taken to have refining surroundings and skilful treatment of individual pupils. None of the truant schools that I have yet visited — I have not visited them all, however — meet these needs quite as fully as they should be met.

Miscellaneous. — In all the schools that I have visited I notice that the majority of the boys come from a few of the largest places. For example, in Lawrence 35 of the 40 boys come from three cities, — 25 from Lynn, 8 from Lawrence and 2 from

Haverhill. The rest are from the larger towns, — 2 from Peabody, 1 from Andover, 1 from Swampscott and 1 from Methuen. I am confident that a competent State attendance officer would bring in some from the smaller country towns.

Many of the boys in all the schools are worse than simply truants. The offence of some is actually stealing, nominally truancy. Two out of a gang of five were convicted for breaking and entering, but sent to the truant school for truancy. Superintendent Swan told me that the boys all understand that they are here for crimes more serious than truancy. All this goes to show that the training should be of a *reforming* character, — something more than being kept straight and taught to read, write and cipher a little. It should be a training that only experts can devise and only experts can carry out, instead of only a blind imitation of two institutions, — a prison and an ordinary common school.

HAMPDEN COUNTY TRUANT SCHOOL.

SUPERINTENDENT'S REPORT.

Commitments and Attendance. — The following report is for the year ending Sept. 30, 1899 :—

Number of boys in the school Sept. 30, 1898,	. . .	26
Admitted during the year,	. . . . .	25
Discharged during the year,	. . . . .	26
Remaining Sept. 30, 1899,	. . . . .	25
Average number for the year,	. . . . .	29
Number of different boys during the year,	. . . . .	51
Highest number at one time,	. . . . .	34
Lowest number at one time,	. . . . .	25

Of those committed, 1 was an habitual offender; 3 were habitual absentees; 5, truants; and 16, habitual truants. Of those released, 22 were discharged at the expiration of sentence, 3 by order of the court, and 1 paroled by the county commissioners. Of the number committed, 15 could read and write, 6 could barely read and write, and 4 could neither read nor write; 3 are in school for the second time, for one year, 2 had served sentences of six months each, and 1 for one year; 22 boys out of the 25 admitted used cigarettes.

Expenses.—The total expenses for the year amounted to \$6,874.98. The total income from board of truants was \$1,411.62. The net cost of maintenance was \$3.62 per capita per week.

The extra repairs for the year have been the remodeling of the laundry, by putting in a new brass-bound, slate-stone sink and three trays, new floors, the painting, etc., all of which were badly needed. Some new general improvements are made each year. One year ago new shower baths and bath tubs were put in. Another year an improved system for ventilating the schoolroom and wards should be put in. If the number of boys continues to increase, an addition to the building will be necessary, large enough for a schoolroom, recreation room and a workshop.

Care of the Boys.—The boys have made commendable progress in school, considering their limited knowledge when received. As many of them go to work as soon as they leave the school, our best efforts are put forward to give them as practical an education as possible, aiming always to keep in touch with the Springfield schools. Classes in jackknife work have been maintained during the year. Many new features have been added to the work, and the boys have made as good progress as their short stay in school will permit, receiving four hours' instruction each week.

The boys have been employed throughout the season in helping care for a large garden, the lawns, and all necessary work in and around the house and barn. When not at work, they are encouraged to engage in healthful sports in the open air.

The health of the children has been excellent during the year, owing to our dry and sandy location, which more than offsets the poor crops we may have on the farm during a dry season like the past year. We have had no serious case of sickness for more than three years. Regular hours, plain, wholesome food and no cigarettes have brought about great physical changes in all the boys, especially in the cases of those that have almost lived in the streets. The average gain for an average period of one year in the weight of twenty-five boys discharged was fifteen pounds; in height, one and one eighth inches. The greatest gain of a one-year boy was three and five eighths inches in height and twenty-six and a quarter

pounds in weight. He was thirteen years old, and a bad cigarette smoker.

Owing to the dry season, crops were not as good as usual. Still, we have raised our own winter supply of garden vegetables. Extra fine crops of melons and cabbages were raised for the boys.

We should judge that recent legislation relating to the enforcement of the compulsory attendance laws has worked very observable improvement in this part of the State. Only 4 boys have been committed to the school from Sept. 1, 1899, to Nov. 15, 1899, against 15 for the same time last year.

The Boys after Discharge. — We have always endeavored to learn something of the life of each boy after he leaves the school. When possible, we have taken each discharged boy to his home, to note what his home and neighborhood influences may be. Nearly every boy has gone with the idea of living a clean, honest life. Many hold out; others, owing to their short sentences, fall in with the same old associates, get to using cigarettes again, and soon fall into the same old ruts; occasionally they are sent back for another term. As far as we know, most of those who went to school after returning home are attending regularly, and are profiting by the lessons learned at the truant school.

Other Statistical Information. — Age of boys committed during the year: —

Between 8 and 9 years,	1
Between 9 and 10 years,	1
Between 10 and 11 years,	2
Between 11 and 12 years,	2
Between 12 and 13 years,	8
Between 13 and 14 years,	8
Between 14 and 15 years,	2
Between 15 and 16 years,	1
Total,	<hr/> 25

Length of commitment and number for each: —

Six months,	1
Nine months,	1
One year,	17
Two years,	6
Total,	<hr/> 25

Committed from cities and towns during the year : —

Springfield,	5
Holyoke,	10
Palmer,	1
Pittsfield,	4
North Adams,	3
Adams,	2
Total,	<hr/> 25

Birthplace of boys committed during the year : —

Massachusetts,	20
Connecticut,	1
New York,	1
New Jersey,	1
Canada,	1
Greece,	1
Total,	<hr/> 25

Domestic conditions of boys committed during the year : —

Father dead,	4
Mother dead,	3
Both parents dead,	1
Parents separated,	5
Total,	<hr/> 13

Parentage of those received during the year : —

American,	2
Irish,	15
French,	4
Scotch,	1
German,	2
Greek,	1
Total,	<hr/> 25

Nativity of parents of boys committed during the year : —

Father born in United States,	3
Father foreign born (including 2 from Canada),	17
Unknown,	5
Mother born in United States,	4
Mother foreign born (including 2 from Canada,)	17
Unknown,	4

ERWIN G. WARD,
Superintendent.

AGENT'S REPORT.

Mr. Prince, agent of the State Board of Education, comments as follows upon the school:—

Buildings and Grounds.—With the exception of accommodations for indoor manual training, of which I will speak later, the building in which the children live and attend school is very satisfactory. At the time of my visit there were 24 children in attendance, 18 occupying one sleeping room and 6 another. In respect to commodiousness, lighting and cleanliness of the various rooms, there was little or nothing to object to and much to commend.

The eleven acres of land afford opportunity for the raising of vegetables, in which the boys are employed two or three hours daily in the farming season.

Educational Conditions.—The lighting and size of the schoolroom, the desks and the blackboards are very satisfactory. The ventilation of the schoolroom is not good, dependence for fresh air being placed chiefly upon windows and doors. In supplementary reading and reference books and in other appliances for teaching the supply is inadequate.

No facilities for manual work are provided except for knife work, to which two lessons a week of one and one half hours each are given.

Character of Teaching and Discipline.—Both superintendent and teacher seem to be interested in the boys, and a good, healthy, kindly spirit prevails. The boys seem to be free, but not noisy in their movements, and do not appear constrained or in the slightest degree cowed. At the time of my visit they were in their free time, playing football.

One boy had escaped just before my visit, and upon his return was punished by some deprivation of privileges. This latter form of punishment is relied upon chiefly.

The teaching is quite up to the average found in the schools of the State. The exercises heard were (1) nature study (animal pets, such as turtles, fishes and mice, a specimen of each being in the room); (2) arithmetic, four classes, in which there was good questioning by the teacher and intelligent direction; (3) language, in which the pupils showed care and variety of expression in vertical writing; (4) reading, in which the at-

tention was good and the expression was fair, with good preliminary questioning.

During the study time the children were industrious all the time, showing no disposition to misbehave in any way.

I gave a dictation exercise, in which the pupils showed good penmanship and more than a fair ability to spell. I also gave them permission to write me a letter, telling me where they live when at home, why they were sent to the truant school, and whether they thought it was right for them to be sent there, with some description of their life there. Some of the papers show a surprising degree of originality and general excellence.

On the whole the school seems to be doing as much as is expected of it, and doing it well. There ought to be provided at once facilities for further manual training. If such training is useful anywhere, it is useful here.

TRUANT SCHOOL OF HAMPSHIRE AND FRANKLIN COUNTIES.

The Truant School of Franklin and Hampshire Counties is at Goshen, in Franklin County. A description of the farm and buildings is given in the sixty-second report of the Board, Mr. W. A. Barrus, the superintendent, reports that there have been no pupils since November, 1898. This is more likely to indicate lax enforcement of the attendance laws in these counties than any extraordinary response to them by the school children. For a condition of non-truancy it matters little, of course, whether the Goshen school is well equipped or not. But for a condition of truancy that doubtless approaches the average of the State, the equipment of the school is entirely inadequate. This is not the fault of the worthy people in charge, who undoubtedly make the most of a plant never designed for a truant school, but of the counties rather, whose duty it is to make adequate provision for their truants, and of the towns therein, whose duty it is to keep young people within the compulsory age limits at school.

Mr. Prince, agent of the Board of Education, found no pupils at the school when he visited it, and learned that there had been none for some time. The place in its present shape,

so far as he examined it, did not impress him favorably as a place of detention or as well adapted to serious school purposes, although its retired location seemed to be in its favor. A high board fence enclosing a small area seemed to him somewhat forbidding. It could not but be suggestive to any boy that had the slightest disposition to run away. Whether the enclosure is used nowadays when the school has inmates he did not report, but it is more likely to be some relic of methods that are past. Mr. Prince says:—

The absence of boys here for an entire year naturally suggests inquiries as to the reason. Is it because there are no truants or incorrigibles in these two counties? Or are the conditions such as to deter the authorities from sending the offenders here? Or are the authorities lax in the exercise of their duties?

On the very day of my visit to Goshen I found a boy in an adjoining town who had been out of school for the greater part of six months. A visit to the truant officer disclosed the fact that he knew of the offence, *but didn't know what to do first*. Such neglect only emphasizes the need—so urgently presented by those familiar with the truancy situation—of a State attendance officer.

MIDDLESEX COUNTY TRUANT SCHOOL.

SUPERINTENDENT'S REPORT.

I hereby submit the following report for the year ending Dec. 1, 1899:—

Commitments and Releases.—There were 106 boys in the school Dec. 31, 1898. The number admitted during the year was 78; the number discharged during the year was 68; the number remaining Dec. 31, 1899, was 116; the average number for the year was 113.

Of those committed 76 were habitual truants and 2 had violated the rules of school. Of those released, 57 were discharged by expiration of sentence, 8 were released on probation, 1 died, 1 eloped and 1 was transferred to the Lyman School. Of this number committed, 58 could read and write, 5 could only read, and 15 could neither read nor write.

Expenses. — The current expenses for the year amounted to \$15,997.07, or \$2.72 per capita per week. The amount collected and paid to the county treasurer from cities and towns for support of pupils was \$5,988.29, and from sundry receipts \$26.10. The amount due from cities and towns is \$309.42. The total income was \$6,323.81.

Health. — I am pleased to report the health of the pupils as excellent. We had very little sickness during the year. October 30 a pupil received from Chelsea died of organic trouble of the heart. This is the first death since the establishment of the school.

School Instruction. — In school instruction we have followed about the same line as in previous years, grading the schools as well as our constantly changing population will allow. Sloyd instruction, being interrupted by the fire, will be commenced at once. Another class room has been fitted up and a teacher employed, so that the lower grades will now attend school thirty hours per week.

Occupations of the Boys. — Besides the usual domestic duties, our boys have been employed in gardening, clearing land, etc. Several acres of the land purchased this year have been cleared of trees, ploughed, and are ready for planting in the spring. We also did all the excavating for the cellar and the water and sewer pipes for the new building.

Owing to the extreme dryness of the season, the amount of produce raised upon the farm was considerably below the average.

Additions to the Plant. — The Legislature of 1898 authorized the county commissioners to take, by purchase, or otherwise, the land west of the school and bounded by Princeton Street, owned by the heirs of Henry Ferrin. This, together with a parcel of eight acres, was acquired in May, satisfactory terms having been made with the owners. We have now about thirty-seven acres of land, sufficient for the present requirements of the school. An appropriation was also made to provide a house, to be occupied by the superintendent. This is not yet completed, but will be ready for occupancy early in the year. It will be finished within the appropriation.

Increase in Number. — We opened the year with 106 pupils

and closed with 116. The whole number within the year was 184, the average being 113. Commitments have been made from the same cities and towns as in previous years. I do not find that the reduction of the amount paid by cities and towns for support (from \$2 to \$1 per week) has resulted in more commitments to the school. Our increase is largely from a better knowledge of the work of the school by the courts, the school authorities and the public.

With the completion of the house for the superintendent, additional accommodation for pupils will be afforded in the main building, so that a population of 125 can be cared for. Unless there is a stricter enforcement of the law, I doubt if we exceed this number.

Lowell and Cambridge contribute the greater part of our population. In each city the superintendent of schools believes in the enforcement of the truant law, and each is aided by an efficient corps of truant officers.

Truant Legislation.—In 1813 Connecticut adopted what is probably the first law * regarding the child's right to education and protection: "The selectmen shall have a vigilant eye over their brethren and neighbors, to see that no one shall suffer so much barbarism as not to teach their children and apprentices so much learning as will enable them perfectly to read the English tongue. They shall also give them a knowledge of the capital laws and breed them to some honest calling, on pain of removal of such neglected children to homes where they will be thus cared for."

In Massachusetts, since 1850, towns and cities have been required to make all needful provision for the control of truant children. In 1873 provision was made for the establishment of truant schools by the counties on petition of three or more towns in such county.

The Middlesex County School was established by act of the Legislature of 1893, receiving its first pupils in 1894. Since then 388 boys have been received and 272 discharged.

Canvass of Discharged Cases.—In November of this year a list was made of the first 100 boys discharged, and a careful canvass made as to their conduct since leaving here. Of this

* This law follows substantially the Massachusetts law of 1642. F. A. H.

number, 5 have been returned to this school, 2 sent to the Massachusetts Reformatory, 10 to the Lyman School, 2 have been before the court and fined for breaking windows, 4 could not be found, having moved out of the State. Of the 5 boys returned to this school, 4 have lost either father or mother; and of the 10 sent to the Lyman School, 7 had lost either father or mother.

Shortly after the discharge from here of a twelve-year-old boy, the father was released from prison. Together they started on a career of petty thieving; the father would remain on the outside and send the boy into houses where the family were away. They were arrested, the father being sentenced to two years in prison and the boy to the Lyman School. Had it not been for the father, I feel that the boy would have done all right.

Quite a number of boys, after leaving here, finished the grammar school course. One graduated from the high school last June. The larger number, however, went to work in the mills.

Fire.—October 2, the building containing the general kitchen, bakery, laundry, sloyd and assembly rooms, was partially destroyed by fire. The origin of the fire was in a small room in the basement used as a paint room, containing at the time a considerable quantity of paint, oil and turpentine. Workmen were in the basement at the time, engaged in setting an engine for laundry use, but so sudden was the outbreak of the flames, that they could do nothing to subdue the fire. The Lowell fire department responded quickly to a telephone alarm, and soon had the fire under control, confining it to the middle of the building. The kitchen, laundry and bakery suffered little damage; the sloyd and assembly rooms were completely gutted, and all tools and stock destroyed. The walls of the building were not damaged. The work of repairing was begun at once, and is now practically completed. The fire demonstrated the inadequacy of our water supply. We have but one hydrant with a four-inch supply pipe, connecting with the main on Middlesex Street, two thousand feet away. Could we have had a sufficient supply of water, the damage from the fire would have been little, if anything.

I copy the following from the "Charities Review" for De-

ember: "The new administration building of the State prison at Sing Sing was partially destroyed by fire October 31, with a loss of \$4,000. The local department *did not have enough hose to handle the fire properly*. The city hospital of Findlay, Ohio, was burned October 23. The fire department arrived in good time, *but there was no water supply within a quarter of a mile*. The firemen could do nothing but stand and watch flames, which might easily have been controlled, spread and consume the entire plant. Loss, \$50,000. The State hospital at Columbus, O., was threatened with a serious fire November 7. The institution and the local fire departments acted promptly, *and had water*. Loss, \$500."

I recommend the driving of one or more wells on land south-east of the industrial building, and either the building of a reservoir or the erection of a storage tank of sufficient capacity on the high ground south of the school. In my opinion, this would cost much less than any other method of supply. The water would also be available for laundry use and irrigating purposes, much reducing our annual water charges, which amounted to more than \$400 the past year.

Reclamation of Land. — The land in front of the school is under water a large part of the year; if it were drained, it would undoubtedly be the best land for crop purposes we have. I have had levels taken, and find that it is possible to drain the land by laying a pipe to the river, a distance of about eleven hundred feet. The cost, exclusive of the pipe, would not exceed \$100. Besides the addition of this valuable land to our farm, we would get rid of the malaria-breeding swamp, which in wet seasons is a menace to the health of the school.

Miscellaneous. — Our annual excursion day was celebrated by an all-day picnic at Nabnasset Pond. Holidays have been observed in the usual manner. At Christmas we are usually visited by former pupils, who come back to join in the festivities of the day. We are always glad to welcome them here.

We wish to express our thanks and appreciation to the various clergymen who have conducted services the past year; also to those who have generously contributed reading matter to the school.

I take this opportunity to express my appreciation of the fidelity of the employees to the interests of the school; also to

thank the county commissioners for their most hearty support and wise counsel.

Statistical Information.—The ages of the boys committed during the year were as follows :—

Between 7 and 8 years,	5
Between 8 and 9 years,	3
Between 9 and 10 years,	4
Between 10 and 11 years,	12
Between 11 and 12 years,	13
Between 12 and 13 years,	20
Between 13 and 14 years,	14
Between 14 and 15 years,	7
	<hr/>
	78

The birthplaces of the boys committed during the year were as follows :—

Massachusetts,	59
Maine,	1
Michigan,	1
New York,	2
New Brunswick,	1
Nova Scotia,	5
Canada,	3
England,	1
Sweden,	1
Ireland,	1
South Africa,	1
Unknown,	2
	<hr/>
	78

Domestic condition of the boys committed during the year :—

Father dead,	18
Mother dead,	9
Both parents dead,	1
Parents separated,	2
	<hr/>
	30

Nativity of parents of boys committed during the year :—

Fathers born in the United States,	15
Foreign born (including 27 in Canada),	48
Unknown,	15
Mothers born in the United States,	13
Foreign born (including 28 in Canada),	52
Unknown,	14

Boys who have been under arrest before : —

For larceny,	3
For assault,	1
For stealing team,	1
For running from home,	2
For truancy,	10
	<hr/> 17

Number who were cigarette smokers, 47

Amount of produce from farm during the year : —

Radish, bunches,	250
Lettuce, heads,	249
Rhubarb, pounds,	122
Peas, bushels,	19
Beets, bushels,	49
Beet greens, barrels,	2
Carrots, bushels,	25
Cabbage, heads,	700
Cabbage plants,	2,000
String beans, bushels,	14
Turnips, bushels,	77
Potatoes, bushels,	123
Cucumbers, bushels,	17
Squash, bushels,	1,465
Corn, dozen,	510
Tomatoes, bushels,	18½
Currants, quarts,	43
Blackberries, quarts,	21
Raspberries, quarts,	317
Strawberries, quarts,	500

Respectfully submitted,

M. A. WARREN.

AGENT'S REPORT.

J. W. MacDonald, agent of the Board of Education, reports as follows : —

A Visit in the Superintendent's Absence. — According to instructions, I visited the Middlesex Truant School at North Chelmsford, Tuesday, Oct. 10, 1899. Before my arrival at the school, about 9 A.M., Mr. Warren, the superintendent, who did not know of my coming, had gone to Lowell on business and was away most of the forenoon. I was on the whole glad of

this, as it enabled me to see enough of the working of the school to assure me that what I afterwards saw in company with Mr. Warren was the honest, everyday condition of the school. I hardly needed this assurance, however, for Mr. Warren is not the man to dress up his school for inspection. He does not need to; he seems to me the ideal man for such a position, and the highest credit he can do himself is to show the school exactly as it is.

The Boys at Work. — I did not see any manual training work, as the fire in the building in which the room for this was situated had compelled the temporary suspension of that line of instruction.

Meanwhile, the boys were doing more outdoor work on the farm than usual, — a work they seemed to thoroughly enjoy. One good-sized company of them, in charge of one or two men, was engaged for a part of the forenoon in getting a field not far from the school buildings ready for tillage. The trees had been cut and the stumps grubbed out, and the land was being ploughed with a stout yoke of oxen owned by the school. The boys were pulling out and gathering in piles for burning the roots that had been loosened by the plough. I asked them if they liked the work, and got in reply a prompt and almost unanimous "Yes, sir," and their faces indicated that they felt as they spoke. Companionship made the work pleasant, and the oxen were undoubtedly exerting a good industrial and moral effect on the boys.

In the afternoon I was shown the work of this kind that the boys had done during the year, and the amount would seem almost incredible to one who had not witnessed the zest with which they apply themselves to it. At the same time care is taken not to overstrain this zest; hence the school is eminently successful in its aim to associate in the minds of the boys work with pleasure.

The Boys at Play. — The boys have certain hours, and ample, for play. I had an opportunity to watch them at their sports. There is no better test of the training and gentlemanly self-control of boys than their games. For the whole hour there was no manifestation whatever of rudeness or of disagreeable yelling and scolding, such as is too often heard when boys con-

tend on the play ground. Indeed, their conduct on this occasion would have been a grand example for boys, and men too, for that matter, who are supposed to be better.

The Day School.—At the time of my visit two teachers were employed in the day school, as, for want of a better term, I shall call that department of the truant school that corresponds to the public day school. Since then a third teacher has been added. This permits an approximation to a graded system, a division of the work of instruction, and an attention to the individual needs of the pupils that is, of course, impossible in truant schools of only one teacher.

Miss Carrie E. Erskine, who has charge of the lowest grades and has had the longest service in the school, was doing excellent work,—much better than when I saw her some three years ago. She realizes the peculiar needs of the boys that come to her, and has successfully broken away from routine text-book instruction. She aims to secure in them a hearty and permanent interest in learning and knowing things.

As to the rest of the teaching which I saw, it was pretty good, though with a tendency to a certain slavery to ways and devices that work very well with the majority of children in the public schools, but that here frequently fail to capture the interest of the boys.

On the whole, I was more than pleased with the conditions of the Middlesex County Truant School.

TRUANT SCHOOL OF NORFOLK, BRISTOL AND PLYMOUTH COUNTIES.

SUPERINTENDENT'S REPORT.

The boys of this school are committed by the criminal courts of the districts comprised in the three counties of Norfolk, Bristol and Plymouth. It is supposed they are sent here for some abuse of their school privileges.

On the first day of January, 1899, I had forty-eight boys. There were committed during the year following 52, and 50 were discharged, leaving in the school Jan. 1, 1900, 50 boys. Most of these boys were committed for truancy, for terms

varying from three months to two years. The boys attend school five days in the week and eleven months of the year. Our school day commences at 9.30 A.M. and closes at 5 P.M., with two intermissions, one for dinner and one in the middle of the afternoon session.

The year's work has been of the ordinary kind, — the regular school routine varied as much as possible. Part of the time every desk of the fifty-four was occupied, and under only one teacher. During May and June we divided our school into two sections, one in the forenoon and one in the afternoon, assigning one section to work on the farm each half day. I found this plan satisfactory not only to the teacher, but to the scholars and the assistants. We raised about six acres of garden crops quite successfully, the cultivation of which gave our boys much needed exercise. We have during the year spent some time in grading and widening our walks and drives, the boys using pick and shovel, doing good work and seeming to be interested.

Our recreation in the spring, summer and fall has been baseball for most of the boys; and sliding, skating and coasting in the winter. In stormy weather our exercise is confined to a basement about forty feet square. In winter we keep our boys as closely confined to the buildings as is consistent, health and everything else being considered. The boys bathe twice a week, on Wednesdays and Saturdays.

The need of this school is more scope, more tools and more teaching. We have, on an average, twenty-five boys who are qualified to use their hands, their eyes and all their attention in the construction of something under proper direction. Boys are usually called destructive; it seems to me we should endeavor to make them constructive, by giving them work they like to do.

I am not certain that recent legislation has made any very perceptible difference in the enforcement of the compulsory attendance laws. I have made a study of the matter in the near-by towns, and find the laws poorly enforced. The cities, especially in Bristol County, have made marked improvement in the past year, but on the whole, taking all the sections together, the improvement is hardly perceptible.

The lives of the boys after leaving the school are followed as closely as possible through the truant officers and by letter, also by means of visits when thought advisable. The boys who remain in school the longest term, say two years, we find are the most benefited, especially the younger boys. Boys coming into the school between thirteen and fourteen years of age and staying one year have in many cases changed their lives and become fair boys, making good citizens. The younger boys need more time. Many of them come as stubborn children as well as truants, — some boys at ten years old that fathers and mothers cannot manage. Such boys need even more than two years of discipline. I am not in favor of taking this class of boys into court with other criminals. If we must take them into a criminal court, let there be one day in each week, or certain hours of each day, where a conference of the parents, officers, teachers and judge can be had, so as to learn the needs of the case and have the court properly pass upon it.

AARON R. MORSE,
Superintendent.

AGENT'S REPORT.

Mr. Fletcher, agent of the State Board of Education, reports as follows : —

Land and Buildings. — An examination of the grounds shows that they are in no respect adapted to agriculture. The earth is either gravel and stones, or a swamp too wet even for the production of grass; hence there is no opportunity for farming, — an occupation of great value to boys for its influence upon health and as a training in a productive industry for which many of them should be prepared. By changes and additions the buildings have come to be quite well adapted to the wants of the school, though the accommodations and appliances for mechanical work are insufficient.

Care of the Boys. — A small room is devoted to sloyd, classes alternating, so that all the boys have a period for work each day. The results are creditable to the teacher, under the limited conditions. The plan should be so extended as to give considerable practice in carpentry, if not in some simple iron work, for more manual exercise and broader practical training. In and about the buildings, through care of dormitories, school-

rooms, halls, etc., in the laundry and cooking departments, in waiting upon the tables and doing other work for which there may be occasion, the boys get physical exercise and acquire valuable habits of industry and skill.

Each boy has a room and a bed for himself, and the arrangements for his wardrobe are good. The schoolrooms, including those recently built, are well adapted to the purpose. The method of teaching compares favorably with that in good public schools.

The management of the boys in the schoolrooms and about the grounds seems to be judicious. It is firm and reasonable, without severity.

The progress, or want of it, of boys who have not attended school with any regularity, renders classification difficult and makes necessary extra work in teaching. The pupils seem to be making reasonable progress under faithful, efficient teaching.

Some of the boys come to the school in a filthy condition of body and clothing. The condition of cleanliness in which these boys find themselves after entering the school is the nearest approach to godliness they have ever known. Nearly every boy has the cigarette habit, and its baneful effects upon mind and body are evident. The forced abstinence from use of the "deadly thing" for a term in the school may save the health and morals of many boys.

SUFFOLK COUNTY TRUANT SCHOOL.

REPORT OF B. C. DAY, SUPERINTENDENT.

The Boston Parental School. — The Parental School of Boston is by law the truant school for Suffolk County, although Chelsea, Revere and Winthrop, which with Boston constitute Suffolk County, are regarded by law as belonging for truancy purposes to Middlesex County.

Statistics of Attendance, Age and Cost. — The following statistics cover the year ending Dec. 1, 1899: —

Number of boys in attendance Dec. 1, 1898,	157
Number of boys committed or returned from probation during the year,	192
Number of boys discharged or released, during the year,	153

Number of boys in attendance Dec. 1, 1899,	196
Average attendance for the year,	187
Average time for which boys were committed,	14.5 mos.
Average time spent in the school by boys sent out,	12.8 mos.
Average age of boys admitted,	12 yrs., 4½ mos.
Average cost per week per capita,	\$3 55

Nativity. — The 192 boys admitted during the year were born in the following countries : —

Boston,	125
Elsewhere in Massachusetts,	15
Elsewhere in U. S. A.,	12
Canada,	7
Russia,	13
Italy,	6
England,	4
Ireland,	4
Austria,	1
Newfoundland,	1
Unknown,	4

Special Facts. — The following facts about these 192 boys are of interest : —

Number with imperfect sight,	81
Number with imperfect hearing,	11
Number who belonged to eldest child group,	46
Number who belonged to youngest child group,	39
Number who belonged to only child group,	17
	— 102
Number of complete orphans,	10
Number of whom father only was living,	16
Number of whom mother only was living,	38

The Present Plant. — The present plant consists of about twenty-seven acres of land and eleven buildings. About one third of the land, being swamp, is unavailable. Three old buildings, purchased with the estate, are used for the superintendent's house, a sloyd building and a barn. The new buildings are the office building, containing dormitories, dining room, sitting room, sanitarium, and bath room for one large division of boys ; two "cottages," each accommodating forty boys ; a large fire-proof brick structure, containing the boilers, engine, general kitchen, bakery and laundry ; a hospital building ; and two temporary school buildings of four rooms each.

The Corps of Officers. — The organization of the corps of officers is as follows: superintendent, supervising matron, 8 teachers, 4 masters of boys, 8 matrons of cottages, or women specially attached to a division of boys; 1 matron of the hospital, 1 seamstress, 1 baker, 1 relief matron; 1 foreman of the laundry and 2 laundresses (the Parental School does the laundry work for the House of Reformation), an engineer and assistant, 1 farmer, 1 night watchman, 1 clerk and storekeeper, 1 medical officer (a Harvard medical student).

What the School is desired to do for the Boys. — Parental School boys, it must be remembered, are in a way types of the metropolitan boy who has in most instances grown up under little restraint or guidance. While some of our boys come from homes which appear competent, many others represent homes as weak as any in Boston. The truant who comes to the Parental School is usually one who has been advised, coaxed, urged and commanded by master or truant officer, or both, to go to school. The boy has persistently refused all advice, and repeatedly run away from school and duty. Too often it is the case that the parents sympathize with the boy in his mistaken view of things.

The demand placed upon us seems to be that we shall lead the boy to so change his mind that he shall believe in school, take an interest in its work, go back to the weak or distracting surroundings of his home, and attend school regularly.

The important consideration is that the boy is to go back to a condition of comparative unrestraint. He must be brought to a degree of self-control, or most of what we can do for him will be lost. This necessity determines to a great extent the methods employed. Gradually, as circumstances admit, responsibilities are laid upon the youngster, who not infrequently responds to the treatment with a hearty good grace and rather remarkable change of heart. The boy whose sole thought was apparently to run away and return to the tobacco and freedom of the streets, often becomes the steady boy, and coadjutor of the master in getting the new arrivals into the spirit of the school. He is weak, and sometimes falls back, but his general direction is forward, and his spirit co-operative and progressive.

In the classes, teachers are required to rely not upon the authority of the "office," but rather upon their ability to en-

gage the interest of their pupils. In general, we follow as closely as circumstances permit the course of study of the Boston public schools, endeavoring constantly to make the re-entrance of our truant into a regular grade as easy as possible. An ungraded class is maintained for those who upon arrival are found to be unprepared for the work of a given grade, for those who appear to be able, with a little individual attention, to take up the work of the grade next higher than that in which they are, and for those unfortunates who seem to flounder and stir up uncertainty in their own minds and the mind of their teacher. Perhaps we shall find that we need several such classes. It is our intention to limit the number of pupils to about twenty-five in each class. At present each boy receives only one period of instruction in sloyd weekly. This amount should manifestly be increased. Sloyd is easily the favorite school subject, in the estimation of the boys.

The Needs of the Parental School.—The needs of the Parental School are great. In the first place, about all the land available on the present property is already occupied. Additional land should be acquired to receive the future buildings. Four cottages, with a capacity of thirty boys each, and each to have its own play ground and garden, should be erected at once. A new, more commodious and fitting manual training building is a prime necessity. A hall for general assembly and gymnasium purposes is hardly second to any other need.

Legislation.—The fact that a good many—perhaps one fifth of all the boys who come to us—have been either charged with or convicted of common crimes, leads us to feel the need of a juvenile court, or perhaps better, a school court, which should rigidly discriminate between the school offender and the common juvenile criminal. It seems that such discrimination is the least that is due to those whose only crime is that they will not go to school.

As there seems to be grave doubt in legal minds as to the authority of the courts to transfer an unfit subject from the Parental School to a reformatory institution, an amendment to the existing act on this point would seem to be advisable. From a practical standpoint, I am inclined to believe that the sentence of a boy to a truant school should be capable of such construction as to give at least discretionary authority to the

superintendent to retain a boy who has lost time by reason of running away until such boy shall have actually remained in the school the full time for which he was committed.

Following up the Boys after Discharge.—Until quite recently no systematic effort has been made to get accurate information concerning boys who have left the Parental School. The importance of this work is appreciated, and the first step towards securing the desired information has been taken.

B. C. DAY,
Superintendent.

AGENT'S REPORT.

Mr. Fletcher, agent of the State Board of Education, makes the following report:—

Work and School Conditions.—This institution is very pleasantly situated. While more land is needed for general farming purposes, quite an area is under cultivation, producing vegetables and small fruits. Work upon this land for six months of the year furnishes enjoyable and profitable occupation for the boys, but not in sufficient quantity for their industrial training and for a satisfactory income to the school from the products of the land. From vigorous, healthy outdoor work the boys enter the schoolroom with a zest for study. The farm means much to these boys in healthy physical exercise and in learning a most important industry.

For the other six months of the year no provision has been made here to give the pupils industrial training in workshops. The superintendent feels the need of opportunities for instruction in this line.

The boys devote considerable time to the care of rooms and clothing and to work in the laundry, the kitchen and the dining room.

There is only one schoolroom with a single teacher for nearly fifty boys who would be in half a dozen different grades in the public schools. A teacher of ability and experience does good work, but an assistant teacher is needed.

All the boys occupy one large, well-ventilated sleeping room. Food is abundant and of good quality, so far as I could judge.

The management of the school appears to be conducive to the pleasure and profit of the boys. Very few pupils run away, and many more wish to return a second time. Both the

Boston and the Walpole schools furnish homes of greater comfort and better influences than many of the boys have previously known, with the added advantages of schooling and industrial employment.

Some Problems to be solved. — If the purpose of schools of this class is reformatory, — to eradicate a tendency to truancy, — then they should be planned and conducted with that end in view. If no such result appears, and the boys persist in truancy because of dislike of the public schools and a desire to return to the parental or truant school, then these institutions are not accomplishing the purpose for which they were established.

If the public school is the best place for children who dislike it, then the State, through laws enforced by its own officials, should compel attendance, possibly using some kind of a truant school as one of the means to that end. But if truancy is a result of home conditions, personal characteristics and social needs which the public school does not adequately meet, then some other measures should be taken to lessen the evils of a chronic tendency to truancy.

Let the so-called truant school become more parental in character, receiving only such pupils as have not good home influences, and for whom the public school is unpleasant and unprofitable. Receive such for a term of years, or until the completion of a course of study which shall aim to give instruction in the essentials of the common school branches with a thorough training in industrial occupations.

It is the aim of the State, in co-operation with the towns and cities, to adapt the public school system, so far as is possible, to the wants of all classes. If the present plan of supporting and conducting so-called truant schools is not the best, then a reform in method is in order.

WORCESTER COUNTY TRUANT SCHOOL.

SUPERINTENDENT'S REPORT.

Mr. F. L. Johnson, superintendent of the Worcester County Truant School at Oakdale, reports that a new course of study and work has been carefully planned for the school, that a new building has been opened, that unique and profitable arrangements for apprentice work at the school have been made with

the Worcester Normal School, and that, in general, the school is doing its best to attain high ideals of usefulness.

The New Course of Study. — From the new course of study the following schemes of domestic training and of indoor and outdoor games are selected, as having special interest: —

DOMESTIC TRAINING.

I. *Cooking.*

1. Secondary work of kitchen, — preparing vegetables, washing dishes, care of stove.
2. Bread making; cooking of meats, vegetables, pastry and puddings; planning of meals; economy of kitchen.
3. Fruit cooking, canning, preserving and jelly making.

II. *The dining room.*

Care of dining room, arrangement of table and furnishings, table service.

III. *General housework.*

1. Living rooms.
2. Sleeping rooms.
3. House cleaning, care of furniture, woodwork, etc.

IV. *The laundry.*

1. Washing and ironing.
2. Steaming and pressing of boys' clothes, removing spots and stains from dress goods.

V. *Domestic economy.*

1. Cost of food and meals; relative values of foods.
2. Marketing and accounts.

VI. *Dietary.*

1. Nutritive value and digestibility.
2. Food for invalids, children, old people.

VII. *Sanitation.*

Situation and surroundings of house, plumbing, drainage, ventilation, lighting, heating.

VIII. *Sewing.*

1. Mending, darning, buttonholes and plain patching.
2. Making of simple garments.

OUTDOOR GAMES.

Group I. Boys Seven to Nine Years Old.

These should be active, joyous games, but not fatiguing. Children of about eight are especially liable to fatigue and dilation of the heart. Games should be chosen under the following classes: —

1. Games of chase, such as : tag, hill dill, follow me.
2. Games of hiding and hunting, such as : hide and seek, sheep yard.
3. Games of hurling and throwing, such as : ring toss (large light rings), duck on the rock, ten pins, bean board, easy ball games.
4. Miscellaneous games : see " Education by Plays and Games."
5. Free play : playing in sand bank or sand pile, romping, toy wagons, boats, bow and arrow, and the like.

Group II. Boys Nine to Fourteen Years Old.

These may be harder and more intricate than the games for boys under nine. Games requiring skill should be prominent, especially for boys twelve to fourteen : —

1. Games of chase, such as : prisoners' base, cross tag, hill dill.
2. Games of hurling or throwing, such as : quoits, ring toss, duck on the rock, ten pins, lawn bowls.
3. Games of contests, such as : base ball, cricket, foot ball (for oldest boys, short periods), wrestling, boxing.
4. Games of emulation, such as : racing, jumping.
5. Miscellaneous games : see " Education by Plays and Games."
6. Free play : sail boats, kites, archery, collections, etc. (see " Woodwork and Nature ").

Swimming for all boys in summer ; skating and ice games for all boys in winter.

INDOOR PLAY.

Opportunity for and some instruction in playing certain games should be given. The following are of special value : —

1. Table games : dominoes, checkers, parchesi.
2. Card games : lotto, authors.
3. Parlor games : " Button, button ; " assumed characters ; identification, buzz and numerous others.
4. Puzzles, conundrums, riddles.
5. Quiet games of skill : ring toss, jackstones, parlor ten pins.
6. Collections : stamps, pictures, coins.
7. Music : singing, musical instruments, child orchestra.
8. Miscellaneous : theatricals, debates, mock trials.

Worcester Normal School Apprentices at the Truant School.
—The following account of the extension of the apprenticeship system of the Worcester Normal School to hitherto untried fields of usefulness is taken from the " Worcester Daily

Telegram." In this extension there is opened a double vista of usefulness, — of valuable service to unfortunate children on the one hand, and of valuable experience to young teachers on the other. Moreover, in its quotation from Mr. Russell's views, a glimpse is given of one secret of truancy.

A great change has been made in the apprentice system of the State Normal School at Worcester, and pupils there are given opportunity to get training under conditions that do not exist in any other normal school in the country. During the past two years the term of apprenticeship has been doubled, and during the past year the latitude allowed the pupils to secure practical training has been trebled, so that the intended teachers are now given an opportunity to meet all classes of children, from the bright, smart little ones to be met with in every school, to the little unfortunates who are being treated at Memorial Hospital, and finally to the little boys who will not go to school, and who are passing a term at the Worcester County Truant School in Oakdale.

The work of the apprentices among the truants has but just begun, and is a great success, and it is thought the new system will be of great benefit to the teachers.

Formerly the term of apprenticeship was only six months, during which the pupils were given practical experience as teachers in the Worcester public schools; but within the past year the period has been extended, optionally, to one year for those who show good ability and skill during their first half year. This second period is called the advanced apprenticeship, and its aim is to bring the students, who are to be the teachers, into actual daily contact with the daily schools.

In order to give the pupils practice in teaching children of all classes and under all conditions, about a year ago a trial was made of sending the apprentices to teach the little children who are confined in Memorial Hospital, as the result of surgical operations for deformities. The children are not ill with any disease, and their minds are as active as their more fortunate playmates on the street. Life in the hospital, however, is tedious for them, and a double purpose is accomplished — that of giving the pupils an opportunity to learn how to deal with children who are not perfectly well, and that of giving the children an opportunity of whiling away the long hours of their confinement. The plan was a great success in its first year of trial, and when the school opened last fall the hospital authorities sent in a request for a continuance of the good work.

The apprentices are strictly under the direction of the hospital authorities, and are not allowed to do anything that the physicians

and nurses think will be detrimental to the children. The little ones are taking a great interest in the work, and look forward to the daily visits of their teachers. Under the circumstances the teachers cannot form classes, and they get valuable experience in learning how to deal with individual cases.

The opportunity of learning how to deal with the little ones has been further extended during the past month by placing apprentices from the advanced class in the County Truant School at Oakdale, where they deal with a wholly different class of children from that met anywhere else. The apprentices are sent out in pairs, each pair serving two weeks. Here they come in contact with a class of pupils who give teachers most trouble in the public schools, and they learn how to deal with the fractious little spirits. The plan does not cost the apprentices anything, as their fare to Oakdale is paid by Supt. F. L. Johnson of the truant school, and he also furnishes them dinner. Mr. Johnson, who is a man of peculiar power to deal with cases like those at the truant school, is delighted with the plan so far, and hopes it will be continued for all time. The apprentices also are pleased with the opportunity, and they look forward to the time when it will come their turn to make daily trips to Oakdale. Only two pairs of apprentices have been sent out so far, but they comment so favorably on the work that others are anxious for their turn to come.

In speaking of his latest plan yesterday afternoon with a reporter for the "Telegram," Principal E. Harlow Russell said:—

This carries out my policy of training teachers, which has always been to put the pupils into actual school conditions, and see how they meet those conditions. So far as I know, the Worcester State Normal School is the only normal school in the United States that offers so long a term of practice or so great a variety of teaching and management to its pupils. A large proportion of those boys at Oakdale would never be there if they had had strong teachers in the public schools. It takes two combinations to break up a school. There must be a bad boy and a weak teacher. If there is a bad boy and a strong teacher, the school will not be troubled very much, because the teacher's will will overcome the bad tendencies of the boy and lead him into the right paths.

The trouble in the past has been that the demand for teachers has been so great, some weak teachers have got into the schools. They cannot handle the refractory spirits, with the result that the boy is put down for a bad one and eventually gets to the truant school, whereas he would have been all right in the hands of a strong teacher who knew how to deal with his case. The new plan of putting the apprentices at the truant school gives the teachers a magnificent chance to study these spirits and learn how to deal with them; and under the able direction of Mr. Johnson the apprentices we have sent out there have already gained some excellent experience.

The plan is also having a good effect on the boys at the school. They naturally like change, something new all the time, and we are giving it to them. The teachers are changed every two weeks, and when a new pair go out, the young ladies take their trunks packed with maps, charts, birds and other things to illustrate the lessons, so the boys have new things to interest them and keep their attention on the work all the time.

When asked if this plan of changing every two weeks will not have a tendency to break up the line of study at the school, Principal Russell said it would not have any such effect, as the work of the apprentices is done entirely under the direction of Superintendent Johnson, who has his line of work mapped out, and the apprentices help him to carry it out.

AGENT'S REPORT.

Mr. J. W. MacDonald, agent of the State Board of Education, reports as follows :—

Discipline of the School.—According to your instructions to visit the Worcester County Truant School at Oakdale, I did so Thursday, Nov. 2, 1899. On my arrival there at 9 A.M. I found Mr. Johnson, the superintendent, at home, and was granted every opportunity by him to see the condition and working of the school. I would, perhaps, have preferred a little less chaperoning, so to speak, but was given, nevertheless, a full and honest opportunity to see the school in its weak as well as its strong points.

Mr. Johnson is wholly and intensely devoted to the work of making good citizens out of unpromising material, and has been very successful in it, so far as opportunity has been given him. There is in the manner or actions of the boys an indication that to a slight extent awe and fear are positive influences in the management of the school,—not that the boys are not stimulated to do what is right of their own accord, but that they seem to some extent to feel compelled rather than stimulated; in other words, the attention given to regulating the conduct of the boys may be too much in excess of that given to correcting their desires and motives.

The Day School.—The day school instruction was all in charge of one teacher, a young man from one of the normal schools. He was handicapped by having too many grades to teach, and so found it difficult to keep the pupils busy who

were not reciting. It takes time and experience, of course, for one to comprehend the character and mental states of the boys in a school like this, and to discover the best way of arousing and holding their interest. At the teacher's request I took a class in United States history and another in arithmetic, and in both cases had as eager and wide-awake a class of scholars as I ever saw.

Manual Training. — Up to the present there has been no instruction in manual training of the kind that we have in mind when we speak of manual training. The superintendent was arranging for the early introduction of it into the school. The industrial training of the boys heretofore has been exclusively by farm work, and this, though not sufficient, has been excellent. The boys have been taught to prepare the ground, to plant and care for the crops and to harvest them; they have been studying nature at close range, and, while harvesting beans and potatoes, have been harvesting another moral and intellectual crop of infinitely greater value. Mr. Johnson has been very successful in utilizing these influences for good. Whatever may be done in the way of manual training in these truant schools, I believe that farming and gardening and caring for animals should be a part of it.

The Small Number of Pupils. — I was much surprised at the small number of pupils at the Oakdale school, and especially to learn that some of those that were there were not there for truancy at all, but by the request of parents, who wanted their boys put where they would be under control and surrounded by good influences.

Out of the twenty-seven or twenty-eight boys at the school, hardly a dozen were actual truants. This seems remarkable, as, with one hundred and fifteen boys at the Middlesex County school, we should be led to expect about seventy at the Worcester County school. Inquiries of a general sort which I have made as to the reasons for so small a number sent to Oakdale for truancy have always elicited the statement that the truant laws are very slackly enforced in most places in Worcester County. I have taken no special steps to verify this statement, but it is everywhere asserted. A police officer in one of the cities of the county is reported to have said that he

could find more habitual truants in an hour in that city than there are pupils altogether in the Oakdale school.

If this is true, it shows a most lamentable indifference among school officials for a class of boys that can very largely be saved from becoming criminals only by being early brought under the good influences of the Oakdale school.

GENERAL COMMENTS ON TRUANT SCHOOLS AND TRUANCY CONDITIONS.

The secretary has occasion to repeat what he said last year, that the magnitude of the field of truancy, the number and the novelty of its problems and the scant time at the service of the secretary and the agents for their proper study make it impossible to do full justice either to what is doing in the field or to what yet remains to be done. So far as enforcing the law is concerned, it may be said : —

1. That the great mass of the people are law-abiding. The compulsory attendance law, therefore, is faithfully respected by the people as a whole. There are many more children in school than there would be if there were no such law.

2. Many of the cities and larger towns faithfully enforce the law.

3. In some of the smaller towns there is probably little or no truancy.

4. Still, in many places there is believed to be a serious laxity in enforcing the law. Truant officers are appointed, indeed, but, not inclining to activity themselves or not being spurred thereto by the school committee or the public, their service in enforcing the law is a nominal rather than a real one. The special difficulty of enforcing a law among friends and neighbors exists, and hinders action.

5. A pressing need exists, therefore, for one or more State attendance officers, clothed with authority to supplement the local officers, to act, if necessary, in their stead, to require reports from them, and in general to stimulate, by visitation, advice, giving and receiving information and otherwise, the enforcement of the law. Such an officer would naturally hold close relations to the truant schools, and be able to render them

valuable service. Certainly, it would be helpful to the State, as a whole, to know authoritatively just what the three hundred and fifty-three towns and cities are doing or failing to do in connection with the attendance laws. School committees generally report compliance with the truancy laws, but compliance too frequently stops with the appointment of truant officers, when it should extend to a vigorous pressure upon them to be vigilant in the discharge of their duty.

As to the truant schools themselves, it would seem:—

1. That six out of the seven (the seventh having no inmates) are rendering a genuine service to the pupils committed to them and to the public.

2. That the majority of them are giving their pupils good outdoor facilities for work.

3. That the environment of the pupils is far superior to any they had at their homes.

4. That the teaching varies from that which is very strong to that which is not adequate to the peculiar demands made by the pupils of such schools.

5. That there is still room in most of the schools for formal instruction in indoor manual training, especially when the conditions do not favor outdoor work.

6. That the pupils generally enjoy the work of the truant schools better than that of the public schools from which they ran away.

7. That the majority of the pupils discharged are probably saved to good citizenship.

8. That many public schools have something valuable to learn from the best of the truant schools, in the way of reaching, holding and inspiring the class of pupils that gravitate towards the truant schools.

As to the causes of truancy and the spirit in which truant schools should be conducted, the trend seems to be towards conclusions like these:—

1. The causes of truancy are to be found—

- (a) In unfavorable home conditions.

- (b) In unfavorable school conditions.

- (c) In original or acquired perversity that defies conditions, however good.

2. The treatment of truancy should hold some relation to the causes. Inferior school conditions can be and should be improved. If in addition the larger towns and the cities would each organize a school or two, with exceptionally strong teachers and with exceptionally complete provision for manual occupations, and assign thereto those whom the ordinary school fails to reach and inspire and whom it justly regards both as burdens to the schools and as obstacles to the progress of others, a distinct relief would be effected for the schools and a distinct gain as well for pupils so assigned. This plan would not, however, change bad home conditions, and it might still be powerless with cases of exceptional perversity. It is here that the truant school comes in. It substitutes good home conditions for poor, reaches the whole life where the school reaches but a part of it, and enforces a sterner, though not an unkind, discipline for the perverse, who should be taken charge of before they reach the criminal stage. The truant school exists not primarily to punish boys, but to save them. It is better that it should be known as a parental school than a truant one, for the former epithet emphasizes educative aims, while the latter gives undue prominence to the punitive idea.

APPENDIX J.

SCHOOL LEGISLATION.

THE NEW TRANSPORTATION AND SUPERVISION LAWS.

The most important school measures adopted by the Legislature of 1900 relate : —

1. To the transportation of school children by street or elevated railway companies.
2. To the employment of superintendents of schools by all the towns and cities of the State.

The text of these laws is as follows : —

[CHAPTER 197.]

AN ACT RELATIVE TO THE TRANSPORTATION OF SCHOLARS OF THE PUBLIC SCHOOLS BY STREET RAILWAY COMPANIES.

Be it enacted, etc., as follows :

SECTION 1. The rates of fare charged by street or elevated railway companies in this Commonwealth for the transportation of scholars of the public schools between any given point from or to which it is necessary for them to ride in travelling to and from the schoolhouses in which they attend school, and their homes, whether such schoolhouses are located in the city or town in which the scholars reside or in any other city or town, shall not exceed one half the regular fare charged by such street or elevated railway company for the transportation of other passengers between said points.

SECTION 2. Tickets for the transportation of scholars as aforesaid shall be sold in lots of ten each, and shall be received on said street and elevated railways during the days on which said schools are in session.

SECTION 3. Any railway company violating this act by refusing to transport a scholar or to furnish a package of tickets as aforesaid shall forfeit the sum of twenty-five dollars for each offence.

SECTION 4. This act shall take effect upon its passage, but for the term of twenty-five years from the tenth day of June in the year eighteen hundred and ninety-seven it shall not apply to the Boston Elevated Railway Company or to any railways now owned, leased or operated by it.

Approved April 4, 1900.

[CHAPTER 248.]

AN ACT RELATIVE TO THE EMPLOYMENT OF SUPERINTENDENTS OF
SCHOOLS BY CITIES AND TOWNS.

Be it enacted, etc., as follows:

SECTION 1. The school committee of each town or city in the Commonwealth may, and after July first in the year nineteen hundred and two shall, employ at the expense of the town or city a superintendent of schools, who under the direction and control of the committee shall have the care and supervision of the public schools: *provided*, that nothing herein contained shall be construed to dissolve existing unions for the employment of a superintendent, or to prevent towns from uniting for such employment under the provisions of sections forty-four and forty-five of chapter forty-four of the Public Statutes, or of sections six and seven of chapter four hundred and sixty-six of the acts of the year eighteen hundred and ninety-eight.

SECTION 2. The school committees of towns the valuation of which is less than two million five hundred thousand dollars may, and after July first in the year nineteen hundred and two shall, form unions under the provisions of chapter four hundred and sixty-six of the acts of the year eighteen hundred and ninety-eight.

SECTION 3. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

Approved April 18, 1900.

Other school legislation of more limited application : —

1. Chapter 175, Acts of 1900, amending the annual certificate which school committees are required to return to the State Board of Education.

2. Chapter 217, Acts of 1900, appropriating fifteen hundred dollars annually for summer schools.

3. Chapter 218, Acts of 1900, permitting towns whose valuation is under two hundred thousand dollars to shorten their schooling from thirty-two weeks to twenty-eight, provided the consent of the State Board of Education is first obtained.

AN ABSTRACT

OF THE

**SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES
OF THE SEVERAL TOWNS AND CITIES IN THE
COMMONWEALTH**

FOR

THE SCHOOL YEAR, 1898-99.

BOARD OF EDUCATION.

BARNSTABLE COUNTY.

TOWNS.	Population—State Census, 1885.	Valuation—1888.	No. of public schools.	No. of persons in town May 1, 1888, between 5 and 15 years of age.	No. of persons in town May 1, 1888, between 16 and 18 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. attending within the year under 6 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 6 and 14 years of age.	Average membership of all the schools.	Average attendance in all the public schools during the school year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the public schools.
Barnstable,	4,055	\$3,937,090	25	627	379	887	4	107	411	673	629	.93	27
Bourne,	1,580	1,996,206	11	309	175	322	1	80	175	291	272	.93	12
Brewster,	901	529,415	5	167	107	165	—	26	134	134	120	.89	6
Chatham,	1,809	838,275	13	248	167	287	3	39	167	286	239	.90	13
Dennis,	2,845	1,088,347	13	453	278	525	1	72	284	423	396	.93	14
Eastham,	476	310,318	3	70	40	76	—	2	43	61	55	.90	3
Falmouth,	2,655	6,664,785	16	395	280	467	—	72	266	397	357	.90	18
Harwich,	2,632	1,088,940	12	367	213	414	—	47	213	328	300	.91	13
Marshpee,	330	198,760	3	56	35	70	—	8	42	54	46	.86	3
Orleans,	1,198	562,187	4	187	104	242	—	31	112	186	171	.92	6
Provincetown,	4,555	1,857,571	20	742	442	818	—	83	431	757	714	.94	23
Sandwich,	1,580	919,250	9	220	138	250	1	38	176	224	210	.94	11
Tisbury,	815	328,525	6	151	101	169	—	23	101	145	128	.88	6
Truro,	968	617,290	6	121	78	143	—	27	79	131	123	.94	6
Wellfleet,	1,655	1,583,571	9	192	129	250	—	41	129	202	188	.93	9
Yarmouth,	27,654	\$22,601,424	155	4,305	2,666	5,035	11	696	2,736	4,272	3,947	.92	170
Totals,													

BERKSHIRE COUNTY.

Adams,	7,837	\$4,612,182	42	2,135	1,168	2,261	—	148	1,280	1,844	1,742	.94	51
Alford,	280	167,926	2	33	26	35	—	4	24	26	21	.84	2
Becket,	888	428,729	8	168	122	212	5	4	134	138	121	.88	8
Chester,	1,176	672,221	8	176	103	238	1	10	133	181	166	.92	8

SCHOOL RETURNS.

iii

Clarkburg,	1,009	234,587	5	241	118	268	-	6	157	185	158	.85	5
Dalton,	3,210	2,456,113	19	533	320	636	24	73	337	548	617	.94	23
Egmont,	836	436,039	4	115	80	99	3	8	74	86	75	.87	4
Florida,	425	151,814	4	81	48	86	1	5	48	63	57	.90	4
Great Barrington,	4,794	3,418,854	23	762	487	1,108	3	170	682	834	751	.90	29
Hancock,	511	298,687	5	82	51	81	3	3	60	60	49	.83	5
Hinsdale,	1,660	569,780	11	242	182	385	16	21	182	247	221	.89	10
Lanesborough,	848	464,231	6	180	107	157	1	2	107	120	101	.84	6
Lee,	4,066	1,731,005	12	642	384	639	2	91	325	518	477	.92	16
Lenox,	2,872	3,623,690	16	583	351	681	4	34	500	567	493	.87	18
Monterey,	464	230,092	6	82	19	100	2	18	46	72	63	.88	6
Mount Washington,	136	82,136	2	29	18	29	1	-	18	10	8	.80	2
New Ashford,	116	66,370	1	20	12	23	-	2	12	16	14	.88	1
New Marlborough,	1,288	494,197	10	218	130	263	1	27	142	178	157	.88	10
North Adams,	19,135	9,390,675	78	4,134	2,507	3,969	91	270	1,534	2,928	2,726	.93	100
Otis,	518	203,012	5	63	50	82	3	5	50	58	48	.83	5
Perru,	305	114,322	3	62	37	53	2	2	38	34	31	.94	3
Pittsfield,	20,461	14,791,746	100	4,118	2,449	4,631	10	337	2,853	3,766	3,518	.93	114
Richmond,	701	324,542	7	152	99	149	2	7	99	131	112	.86	7
Sandisfield,	802	336,062	9	126	87	136	3	11	81	104	91	.87	9
Savoy,	504	154,365	7	91	61	105	3	3	61	85	77	.91	10
Sheffield,	1,897	890,423	11	305	188	355	10	48	190	277	238	.86	12
Stockbridge,	2,077	3,143,698	10	436	245	465	-	70	245	363	351	.96	13
Tyringham,	363	217,391	5	59	49	66	1	6	49	43	38	.87	5
Washington,	423	235,690	6	70	54	86	1	2	54	58	49	.85	6
West Stockbridge,	1,257	451,081	8	216	167	239	8	25	162	208	181	.87	8
Williamstown,	4,857	2,814,468	26	810	477	1,045	5	120	503	820	767	.93	30
Windeor,	556	190,360	7	81	56	95	2	5	56	74	66	.89	7
Totals,	86,292	\$53,347,086	471	17,015	10,242	18,764	208	1,536	9,926	14,641	13,484	.92	537

BOARD OF EDUCATION.

BARNSTABLE COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended normal school.	No. of teachers who have graduated from normal schools.	A'ge wages per month in public schools.	A'ge wages per month in public schools.	A'ge wages per month in public schools.	Aggregate of months all the public schools have been kept during the school year.	Average No. of months the public schools have been kept for the entire year.	No. of schools kept less than the time required by law.	HIGH SCHOOLS.					Salary of principal.
											No. of high schools.	No. of teachers.	No. of pupils.	How supported.	Length.	
															Months.	Days.
Barnstable,	9	30	15	13	\$70 82	\$40 87	208-18	8-12	-	-	2	4	108	Taxation.	10	9-10
Bourne,	5	13	11	8	76 87	40 97	94-10	8-12	-	-	1	2	69	Taxation.	9-10	8-10
Brewster,	2	6	2	1	70 00	40 00	42-10	8-10	-	-	1	2	43	Taxation.	8-10	9-10
Chatham,	1	13	6	2	94 44	28 66	117	9	-	-	1	1	27	Taxation.	9	9
Dennis,	6	10	4	4	65 00	36 87	106	8-3	-	-	2	2	66	Taxation.	9	9
Eastham,	4	4	2	1	-	40 00	27	9	-	-	1	3	76	Part tax.	-	9-15
Falmouth,	2	18	8	4	97 00	48 50	139-2	9-5	-	-	1	2	45	Taxation.	10-2	9-15
Harwich,	2	16	11	9	77 12	39 17	103-15	8-13	-	-	1	2	45	Taxation.	-	-
Marblehead,	1	6	1	1	47 60	39 60	24	8	-	-	1	2	51	Taxation.	-	-
Orleans,	2	8	3	2	75 00	36 68	36	9	-	-	1	2	51	Taxation.	9-15	9-15
Provincetown,	3	21	3	3	96 10	35 75	182-2	9-2	-	-	1	3	67	Taxation.	9-3	9-10
Sandwich,	3	13	4	4	81 04	37 01	77-10	8-12	-	-	1	2	33	Taxation.	9-10	9-10
Truro,	1	9	3	2	-	38 00	53-10	8-18	-	-	1	1	25	Taxation.	-	9-5
Wellfleet,	1	5	1	1	94 74	37 20	56-1	9-7	-	-	1	1	25	Part tax.	9	9
Yarmouth,	6	5	1	1	72 25	40 00	81	9	-	-	1	1	25	-	-	-
Totals,	43	176	75	56	\$75 61	\$38 92	1,348-18	8-13	-	-	14	25	635	-	9-7	9-7
																\$12,803 23

BERKSHIRE COUNTY — CONTINUED.

Adams,	5	50	25	21	\$110 77	\$41 82	338-10	9-5	-	-	1	6	166	Taxation.	9-15	9-15
Alford,	-	3	-	-	-	28 00	17-10	8-15	-	-	-	-	-	-	-	-
Becket,	-	10	2	1	-	27 78	60-8	8-4	-	-	-	-	-	-	-	-
																\$1,600 00

SCHOOL RETURNS.

v

	8	2	1	36 00	72	9	1	1	1	29	Taxation.	9	504 00
Cheshire,	1	2	1	40 00	42-3	8-8	-	-	-	1	-	9	-
Clarkburg,	6	2	1	120 00	173	9-1	-	-	-	69	Taxation.	10	1,200 00
Dalton,	22	6	6	38 00	37-10	9-7	-	-	-	-	-	-	-
Egremont,	5	1	1	35 00	28-10	7-2	-	-	-	-	-	-	-
Florida,	7	1	-	35 00	280-2	9-6	-	-	-	153	Taxation.	9-12	1,600 00
Great Barrington,	33	6	5	158 97	39	7-16	-	-	-	37	Taxation.	9-5	600 00
Hancock,	10	1	1	64 84	99	8-2	-	-	-	107	Taxation.	9-15	1,200 00
Hinsdale,	15	1	1	36 95	49-10	9-15	-	-	-	59	Taxation.	9-16	1,100 00
Lanesborough,	6	1	1	123 08	117	9-16	-	-	-	-	-	-	-
Lenox,	15	2	1	110 00	156-16	7	-	-	-	-	-	-	-
Lee,	24	10	8	22 33	40-8	7	-	-	-	-	-	-	-
Monterey,	1	-	-	-	14	7	-	-	-	-	-	-	-
Mount Washington,	5	-	-	36 20	8	8	-	-	-	-	-	-	-
Mount Ashford,	2	-	-	34 84	8	8-8	-	-	-	-	-	-	-
New Marlborough,	12	2	2	26 38	84	7-10	-	-	-	209	Taxation.	9-7	2,200 00
North Adams,	8	42	22	116 24	690	8-16	-	-	-	-	-	-	-
North Adams,	4	1	1	28 00	37-10	7-9	-	-	-	-	-	-	-
Otis,	3	-	-	20 00	22-7	7-10	-	-	-	-	-	-	-
Paru,	113	26	21	87 00	937-11	9-11	-	-	-	319	Taxation.	9-13	1,800 00
Pittsfield,	8	1	1	31 45	65-10	7-18	-	-	-	-	-	-	-
Richmond,	1	1	1	66-5	7-7	7-7	-	-	-	-	-	-	-
Sandisfield,	13	1	-	20 64	63	7-4	-	-	-	-	-	-	-
Savoy,	5	3	2	21 00	104-10	9-10	-	-	-	50	Taxation.	9-10	609 00
Sheffield,	13	1	-	21 60	95-15	9-10	-	-	-	78	Taxation.	9-15	1,300 00
Stockbridge,	18	7	6	180 00	38	7-12	-	-	-	-	-	-	-
Tyringham,	6	-	-	28 33	46-14	7-16	-	-	-	-	-	-	-
Washington,	10	-	-	29 43	78	9-15	-	-	-	-	-	-	-
West Stockbridge,	7	4	3	46 00	232-3	9-1	-	-	-	67	Taxation.	9-9	1,000 00
Williamstown,	29	13	8	39 60	49-7	7-1	-	-	-	-	-	-	-
Windsor,	8	-	-	30 00	4,213-19	8-18	-	-	-	-	-	-	-
Totals,	561	159	112	\$77 11	\$38 95	8-18	-	-	-	1,943	-	9-11	\$14,713 00

BOARD OF EDUCATION.

BARNSTABLE COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for schools — wages of teachers, transportation, fuel, care of fires and schoolrooms — for 1898-99.	Expenses for transportation, included also in the preceding column.	Expense of supervision by school committee, including clerical aid.	Salary of superintendent or town's share of it.	Expense of books, stationery and school supplies.	Bondred (reports, censuses, etc.).	Amount expended for new schoolhouses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Barnstable,	\$16,356 11	\$1,990 02	\$245 00	\$1,200 00	\$1,181 46	\$218 30	-	-	\$747 61	\$19,947 48
Bourne,	6,327 90	780 16	87 56	337 00	666 93	425 58	-	-	459 78	8,304 72
Brewster,	2,571 17	112 00	95 00	156 44	507 39	371 68	-	-	213 93	3,916 61
Chatham,	4,274 61	89 00	290 00	-	240 88	52 77	-	\$188 96	246 78	6,253 69
Dennis,	6,161 80	151 80	175 00	472 59	502 88	75 00	-	-	430 21	7,807 48
Eastham,	900 00	-	-	53 75	91 88	39 07	-	-	79 18	1,203 88
Falmouth,	13,021 06	1,821 06	114 00	1,400 00	894 24	45 00	-	1,276 40	686 00	17,348 69
Harwich,	5,000 00	-	138 00	875 00	455 75	126 95	-	-	384 51	6,480 21
Madispee,	579 89	-	30 00	25 00	57 82	20 00	\$1,000 00	-	90 95	1,803 66
Orleans,	4,131 26	923 10	10 00	125 00	252 92	42 96	-	-	236 59	4,798 73
Provincetown,	10,000 00	-	60 00	600 00	799 00	519 45	2,440 00	100 00	791 51	15,309 97
Sandwich,	4,543 55	276 00	40 60	337 00	615 55	145 02	-	-	88 89	5,770 61
Truro,	1,600 00	-	104 00	-	266 76	21 50	-	-	166 93	2,159 19
Wellfleet,	3,000 00	165 43	96 00	160 00	214 06	113 82	-	-	98 48	3,671 86
Yarmouth,	4,100 00	600 00	120 00	92 81	330 12	45 00	-	-	260 00	4,937 93
Totals,	\$82,556 34	\$6,918 57	\$1,664 15	\$5,364 59	\$7,077 33	\$2,262 01	\$3,440 00	\$1,565 35	\$4,853 33	\$108,713 10

BERKSHIRE COUNTY — CONTINUED.

Adams,	\$28,072 55	-	\$175 00	\$1,866 64	\$2,760 31	\$2,237 00	-	-	\$2,427 28	\$37,558 76
Alford,	300 00	94 00	23 00	-	41 33	9 50	-	-	6 75	390 58
Becket,	1,700 00	100 40	13 50	199 06	110 10	-	-	-	10 06	2,032 72
Cheshire,	2,500 00	126 00	77 75	225 00	250 00	9 00	-	-	200 00	3,561 75

SCHOOL RETURNS.

vii

Clarksburg,	905 93	-	45 00	-	131 90	118 10	-	-	44 32	1,245 25
Dalton,	11,863 00	-	195 00	525 00	965 79	287 16	-	-	504 58	14,380 53
Egremont,	945 14	-	48 00	56 25	90 36	5 00	-	\$124 17	11 95	1,300 87
Florida,	1,000 00	86 88	32 00	125 88	43 09	50 00	-	-	50 22	1,301 19
Great Barrington,	13,679 38	626 40	250 00	630 00	1,332 90	1,052 66	-	728 30	-	17,723 24
Hancock,	750 00	-	58 90	-	61 68	7 00	-	-	16 09	893 67
Hinsdale,	3,660 07	-	-	-	451 38	8 00	-	-	35 00	4,154 45
Lanesborough,	1,875 00	120 00	78 00	-	123 61	-	-	-	53 34	2,129 96
Lee,	9,122 37	685 54	280 00	-	1,059 07	364 87	-	349 78	102 70	11,288 79
Lenox,	10,420 86	366 00	-	380 00	1,997 87	231 59	-	-	1,053 30	13,063 72
Monterey,	800 00	206 40	35 25	-	76 00	5 00	-	-	2 30	918 55
Mount Washington,	180 00	-	15 00	-	32 00	2 00	-	-	-	198 00
New Ashford,	175 00	83 46	48 93	-	45 54	-	-	-	-	269 47
New Marlborough,	1,954 97	181 37	108 75	150 00	99 81	24 23	\$40 00	111 12	78 48	2,667 36
North Adams,	68,738 20	380 00	918 00	2,750 00	3,500 00	400 00	35,000 00	3,000 00	2,000 00	106,306 20
Otis,	1,000 00	-	66 50	-	19 93	-	-	-	70 79	1,147 22
Peru,	500 00	231 00	15 00	-	84 00	45 20	-	-	10 50	664 70
Pittsfield,	62,255 29	199 00	186 00	2,300 00	6,002 36	2,872 91	36,955 13	4,540 33	3,956 99	119,069 01
Richmond,	1,500 00	-	40 55	45 75	182 94	-	-	-	54 97	1,804 21
Sandisfield,	1,060 00	-	82 60	-	125 19	16 36	-	-	22 92	1,297 07
Savoy,	800 00	40 87	30 00	-	99 27	-	-	-	-	923 27
Sheffield,	3,681 61	70 00	57 50	225 00	354 93	178 37	-	685 68	5,183 09	6,183 09
Stockbridge,	8,334 07	193 50	225 00	500 00	851 97	440 28	-	289 03	273 95	10,914 30
Tyringham,	600 00	90 00	25 00	-	48 13	-	-	-	48 89	722 02
Washington,	900 00	-	-	85 08	151 98	-	-	-	154 77	1,291 83
West Stockbridge,	3,400 00	199 00	80 00	187 50	166 48	42 90	-	52 14	86 10	4,015 12
Williamstown,	13,583 38	247 00	75 00	1,200 00	1,809 85	682 60	12,685 21	382 29	984 80	31,413 13
Windsor,	1,125 00	84 00	40 00	-	47 53	3 20	224 93	31 90	10 50	1,483 06
Totals,	\$247,661 92	\$4,771 82	\$3,315 23	\$11,431 16	\$22,147 30	\$9,112 93	\$84,915 27	\$10,294 74	\$12,271 55	\$401,150 10

BARNSTABLE COUNTY — CONCLUDED.

TOWNS.	Amount of voluntary contributions for public schools.	Amount of local funds, the income of which can be appropriated only for the support of public or private schools.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.					Town's share of school fund payable Jan. 30, 1899.	How much of said fund was used for apparatus and books of reference.
					No. of academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of private schools.	Whole No. attending for the year.	Estimated amount of tuition.	
Barnstable,	.	\$10,233 00	\$394 32	\$358 79	-	-	-	-	-	\$294 43	-
Bourne,	.	-	-	81 37	-	-	-	-	-	459 24	\$60 00
Brewster,	.	-	-	95 56	-	-	-	-	-	394 43	-
Chatham,	.	-	-	166 60	-	-	-	-	-	399 24	-
Dennis,	.	-	-	-	-	-	-	-	-	494 43	41 63
Eastham,	.	-	-	-	-	-	-	-	-	-	-
Falmouth,	.	10,000 00	526 00	-	-	-	-	-	-	-	-
Harwich,	.	-	-	192 56	-	-	-	-	-	294 43	-
Mashpee,	.	-	-	66 05	-	-	-	-	-	494 43	25 00
Orleans,	.	-	-	-	-	-	-	-	-	459 24	100 00
Provincetown,	.	-	-	-	-	-	-	-	-	294 43	-
Sandwich,	.	-	-	200 00	-	-	-	-	-	394 43	-
Truro,	.	-	-	65 52	-	-	-	-	-	494 43	-
Wellfleet,	.	-	-	65 46	-	-	-	-	-	459 24	-
Yarmouth,	.	15,000 00	900 00	150 44	-	-	-	-	-	294 43	-
Totals,	.	\$35,233 00	\$1,820 32	\$1,442 35	-	-	-	-	-	\$5,186 83	\$226 63

BERKSHIRE COUNTY — CONCLUDED.

Adams,	.	-	-	-	-	-	-	-	-	\$429 62	-
Alford,	.	-	-	-	-	-	-	-	-	455 55	-
Becket,	.	-	-	-	-	-	-	-	-	394 43	\$35 00
Cheshire,	.	-	-	-	-	-	-	-	-	-	-

SCHOOL RETURNS.

[illegible]

* One-fourth of an accumulation of balances for several years.

BOARD OF EDUCATION.

BRISTOL COUNTY.

TOWNS.	Population—State Census, 1896.	Valuation—1898	No. of public schools.	No. of persons in town May 1, 1896, between 5 and 16 years of age.	No. of persons in town May 1, 1896, between 8 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the schools.	Average attendance in all the public schools during the school year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the public schools.
Acushnet,	1,115	\$637,970	6	179	107	220	-	9	125	160	139	.87	7
Attleborough,	8,268	5,922,992	38	1,703	1,049	2,145	28	104	1,201	1,631	1,482	.91	53
Berkley,	966	391,250	7	165	113	176	2	6	121	142	126	.89	7
Dartmouth,	3,107	2,465,650	23	565	358	606	7	36	358	557	508	.91	25
Dighton,	1,797	796,089	10	257	149	315	5	10	149	256	233	.91	10
Easton,	4,452	4,631,504	23	876	609	1,112	63	92	694	849	765	.90	41
Fairhaven,	3,338	2,254,772	15	605	353	714	-	67	384	569	514	.90	17
Fall River,	89,203	70,941,286	282	20,100	11,865	16,430	309	965	9,062	12,555	11,439	.91	365
Free town,	1,405	828,061	8	186	82	240	10	20	169	225	177	.79	8
Mansfield,	3,722	1,922,408	18	635	394	833	-	79	436	683	633	.83	19
New Bedford,	56,251	57,352,126	190	11,109	6,363	9,140	3	651	4,570	7,490	6,966	.93	203
North Attleborough,	6,576	3,819,860	30	1,220	827	1,457	5	142	797	1,212	1,095	.90	37
Norton,	1,614	826,375	10	240	209	289	4	14	209	209	189	.90	11
Raynham,	1,618	761,271	8	245	166	285	1	7	153	212	189	.89	8
Rehoboth,	1,810	702,714	13	330	198	345	-	22	196	281	228	.87	13
Seekonk,	1,466	926,405	9	260	175	270	4	6	175	195	171	.88	9
Somerset,	1,963	1,042,986	10	369	211	416	7	7	230	413	366	.89	9
Swansea,	1,627	889,110	11	211	148	285	8	9	180	227	207	.91	11
Taunton,	27,115	20,308,410	94	4,927	2,994	4,658	-	419	2,760	4,132	3,917	.95	122
Westport,	2,678	1,560,150	20	453	308	496	3	34	305	455	404	.89	21
Totals,	219,019	\$179,041,277	805	44,604	26,666	40,431	463	2,698	22,664	32,433	29,749	.92	996

SCHOOL RETURNS.

xi

DUKES COUNTY.

[illegible]

BOARD OF EDUCATION.

BRISTOL COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended normal schools.	No. of teachers who have graduated from normal schools.	Average wages per month of male teachers in public schools.	Average wages per month of female teachers in public schools.	Aggregate of months all the public schools have been kept during the school year.	Average No. of months the public schools have been kept for the entire year.	No. of schools kept less than the time required by law.	HIGH SCHOOLS.					Salary of principal.
										No. of high schools.	No. of teachers.	No. of pupils.	How supported.	Length. Months. Days.	
Acushnet,	1	9	3	10	\$37 21	\$36 81	54	9	-	1	4	-	Taxation.	9-14	\$1,600 00
Attleborough,	5	51	20	10	86 00	43 50	357-12	9-18	-	-	-	167	-	-	485 00
Berkley,	-	11	6	4	-	32 57	59-10	8-10	-	-	-	-	Taxation.	9	480 00
Dartmouth,	3	26	7	2	53 70	30 42	198	9	-	3	3	32	-	9	480 00
Dighton,	1	16	7	5	48 00	36 40	85	8-10	-	-	-	-	-	-	-
Easton,	3	39	10	8	136 67	43 45	224-10	9-16	-	1	3	96	Taxation.	10	1,600 00
Fairhaven,	1	23	7	5	80 00	42 15	143-10	9-11	-	1	3	60	Taxation.	10	800 00
Fall River,	26	356	46	44	132 38	61 18	2,502	9-11	-	1	24	714	Taxation.	10	3,000 00
Freetown,	3	11	-	-	36 00	33 00	65-9	8-15	-	-	-	-	-	-	-
Mansfield,	2	20	9	3	96 94	39 41	160	9-1	-	1	2	93	Taxation.	10	1,050 00
New Bedford,	11	192	49	44	180 49	57 61	1,788-1	9-10	-	1	6	488	Taxation.	10	2,750 00
North Attleborough,	4	45	34	20	125 00	47 99	274-2	9-4	-	1	6	107	Taxation.	9-11	1,600 00
Norton,	-	14	8	5	40 50	37 32	85-10	8-10	-	-	-	-	-	-	-
Raynham,	4	11	7	5	40 50	38 00	67-13	8-9	-	-	-	-	-	-	-
Raynham,	-	19	3	-	29 78	30 00	104	8	-	-	-	-	-	-	-
Seekonk,	2	11	3	-	40 00	33 38	81	9	-	-	-	-	-	-	-
Somerset,	-	11	4	2	-	37 20	80-15	8-1	-	-	-	-	-	-	-
Swansea,	2	14	8	3	34 00	31 50	99	9	-	-	-	-	-	-	-
Taunton,	13	109	40	38	122 67	55 57	865	9-10	-	1	10	372	Taxation.	10	2,000 00
Westport,	5	31	2	-	44 29	28 63	189	9	-	1	1	12	Taxation.	9	480 00
Totals,	86	1,019	272	198	\$110 71	\$48 28	7,453-12	9-5	-	12	70	2,131	-	9-12	\$16,135 00

SCHOOL RETURNS.

xiii

DUKES COUNTY — CONTINUED.

	-	2	2	2	2	2	6-7	-	-	17 Taxation.	-	-
Chilmark,	.	2	2	2	2	\$38 00	13-4	-	-	-	-	-
Cottage City,	.	8	5	2	2	\$76 66	45	-	-	Taxation.	9	\$810 00
Edgartown,	.	5	2	2	2	60 00	48	-	-	-	9	450 00
Gay Head,	.	2	1	-	-	32 43	9	-	-	-	-	-
Gosnold,	.	1	1	-	-	40 00	9	-	-	-	-	-
Tisbury,	.	1	1	1	1	73 90	34	-	-	Taxation.	8-10	450 00
West Tisbury,	.	1	3	3	3	85 00	28-2	-	-	-	-	-
Totals,	.	24	14	10	10	\$55 29	184-6	-	-	-	8-16	\$1,710 00

BOARD OF EDUCATION.

BRISTOL COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for schools—wages of teachers, transportation, fuel, care of trees and schoolrooms—for 1896-97.	Expense for transportation, included also in the preceding column.	Expense of supervision by school committee, including clerical aid.	Salary of superintendent or town's share of it.	Expense of books, stationery and school supplies.	Sundries (reports, censuses, etc.).	Amount expended for new schoolhouses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Acushnet,	\$1,848 20	-	\$75 00	\$150 00	\$124 42	\$36 83	-	-	\$142 31	\$2,378 86
Attleborough,	26,600 00	\$1,265 00	275 00	1,200 00	2,398 00	-	\$4,927 86	\$1,200 00	3,365 81	38,866 67
Berkley,	1,600 00	-	96 75	-	144 55	200 08	-	59 94	44 98	2,146 30
Dartmouth,	7,350 00	333 00	150 00	375 00	349 11	409 05	-	242 17	141 50	9,016 83
Dighton,	3,800 00	-	-	200 00	314 27	15 00	-	-	151 19	4,480 46
Easton,	20,502 58	1,341 70	150 00	1,300 00	2,111 86	217 10	-	-	916 24	25,197 78
Fairhaven,	8,879 64	211 00	100 00	460 00	409 86	688 97	-	446 17	563 11	11,537 75
Fall River,	244,821 19	696 75	2,623 83	3,300 00	17,414 70	3,885 09	76,381 01	21,993 99	3,840 67	374,270 48
Freeport,	2,000 00	96 00	75 00	-	266 66	29 41	1,468 59	-	10 50	3,850 16
Mansfield,	9,991 99	365 06	190 00	360 00	9,342 36	106 64	-	-	1,730 50	12,960 04
New Bedford,	166,542 97	52 30	1,500 00	3,500 00	1,611 60	11,185 32	35,836 34	14,921 42	3,906 02	246,734 43
North Attleborough,	21,134 84	-	150 00	1,500 00	1,611 60	1,348 30	-	-	1,219 71	28,962 45
Norton,	4,000 00	-	-	300 00	274 18	34 00	-	-	210 71	4,818 89
Raynham,	3,900 00	360 00	145 00	150 00	231 97	138 55	-	-	104 44	4,669 96
Rehoboth,	3,300 00	189 00	120 00	-	318 65	62 90	-	-	167 14	3,968 69
Seekonk,	2,200 00	-	-	-	242 23	10 00	-	-	144 91	2,697 14
Somerset,	4,749 86	520 40	207 53	-	327 28	29 35	-	-	59 80	5,373 82
Swansea,	4,255 07	-	27 00	75 00	240 52	98 80	-	-	459 49	5,135 88
Taunton,	87,999 54	1,293 50	300 00	2,150 00	4,183 58	4,349 85	27,000 00	1,500 00	5,680 00	133,132 97
Westport,	6,044 43	-	225 00	125 00	475 00	43 90	-	80 00	360 96	7,354 29
Totals,	\$630,500 31	\$6,722 71	\$6,410 11	\$15,135 00	\$41,361 71	\$22,899 24	\$145,613 80	\$40,443 69	\$23,189 99	\$925,563 85

SCHOOL RETURNS.

xv

DUKES COUNTY — CONTINUED.

Chilmark, .	\$450 00	\$154 00	\$42 00	\$80 00	\$41 08	\$8 10	-	-	\$6 88	\$628 06
Cottage City, .	3,500 00	180 00	75 00	200 00	346 38	162 30	-	-	191 11	4,474 79
Edgartown, .	1,700 00	60 00	75 00	387 50	300 04	58 50	-	-	129 42	2,691 21
Gay Head, .	99 00	-	40 00	-	43 38	15 00	-	-	-	197 38
Gosnold, .	100 00	-	41 25	-	33 47	3 00	-	-	-	177 72
Tisbury, .	2,600 00	102 00	45 00	69 96	491 82	38 69	-	-	-	3,435 11
West Tisbury, .	750 00	-	20 00	160 00	114 30	8 00	-	-	33 90	1,066 20
Totals, .	\$9,099 00	\$496 00	\$338 25	\$887 46	\$1,370 47	\$293 59	-	-	\$361 31	\$12,690 47

BRISTOL COUNTY — CONCLUDED.

TOWNS.	Amount of voluntary contributions for public schools.	Amount of local funds, the income of which can be appropriated only for the support of public or private schools.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 30, 1899.	How much of said fund was used for apparatus and books of reference.
					No. of academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of private schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Acushnet,	\$13 25	\$25,000 00	\$1,000 00	\$190 90	1	-	-	-	-	-	\$355 55	-
Attleborough,	-	-	-	921 31	1	-	-	2	15	-	494 44	-
Berkley,	-	-	80 80	434 72	1	-	-	-	-	-	179 62	-
Dartmouth,	-	-	-	152 34	1	-	-	-	-	-	459 24	-
Dighton,	-	-	5,533 19	769 78	1	-	-	-	-	-	-	-
Easton,	160 00	100,000 00	314 64	468 51	1	-	-	-	-	-	244 43	-
Fairhaven,	-	9,000 00	2,515 67	-	1	-	-	13	4,601	-	-	-
Fall River,	-	50,000 00	-	251 71	1	-	-	-	-	-	394 43	-
Freetown,	-	1,000 00	36 00	416 73	1	-	-	-	-	-	294 43	-
Mansfield,	-	50,000 00	3,000 00	1,255 46	1	75	\$7,500 00	13	3,449	\$18,500 00	-	\$33 20
New Bedford,	-	-	-	-	-	-	-	-	-	-	-	-
North Attleborough,	-	-	-	381 28	1	75	4,876 00	-	-	-	394 43	-
Norton,	-	-	-	289 43	-	-	-	-	-	-	459 24	-
Raynham,	-	-	-	415 58	-	-	-	-	-	-	394 43	-
Rehoboth,	-	-	-	468 98	-	-	-	-	-	-	355 55	20 00
Seekonk,	-	9,476 00	379 04	293 95	-	-	-	-	-	-	294 43	-
Somerset,	-	-	-	382 35	-	-	-	-	-	-	394 43	-
Swansea,	-	-	-	2,172 80	1	59	2,083 45	-	-	-	-	-
Taunton,	-	-	-	-	-	-	-	-	-	-	-	-
Westport,	-	-	-	-	-	-	-	-	-	-	294 43	-
Totals,	\$163 25	\$261,476 00	\$13,684 34	\$9,265 03	3	209	\$14,499 45	28	8,085	\$18,500 00	\$5,009 08	\$63 20

SCHOOL RETURNS.

xvii

DUKES COUNTY — CONCLUDED.

Chilmark, . . .	-	-	-	-	-	-	-	-	\$429 62	-
Cottage City, . . .	-	-	-	-	-	-	-	-	100 00	\$25 00
Edgartown, . . .	-	-	-	-	-	-	-	-	200 00	5 95
Gay Head, . . .	-	-	-	-	-	-	-	-	455 55	-
Gosnold, . . .	-	-	-	-	-	-	-	-	300 00	-
Tisbury, . . .	-	-	-	-	-	-	-	-	355 55	-
West Tisbury, . . .	-	-	-	-	-	-	-	-	494 43	-
Totals, . . .	\$100 00	-	-	-	-	-	-	-	\$2,335 15	\$30 95

* Private schools.

ESSEX COUNTY.

TOWNS.	Population—State Census, 1896.	Valuation—1896	No. of public schools.	No. of persons in town May 1, 1896, between 5 and 16 years of age.	No. of persons in town May 1, 1896, between 8 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. attending within the year under 6 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 6 and 14 years of age.	Average membership of all the schools.	Average attendance in all the public schools during the school year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the public schools.
Amesbury,	9,966	\$5,132,066	31	1,668	1,129	1,882	-	139	868	1,022	989	.97	36
Andover,	6,146	4,354,677	31	1,067	612	1,067	75	30	723	980	909	.93	31
Beverly,	11,806	15,299,775	54	2,061	1,168	2,374	1	228	1,426	2,061	1,920	.93	56
Boxford,	727	728,238	4	93	58	105	1	4	58	78	69	.92	4
Danvers,	8,151	4,976,575	36	1,388	807	1,683	16	167	1,054	1,408	1,287	.92	36
Essex, .	1,687	979,934	9	274	172	328	11	22	190	306	281	.92	10
Georgetown,	2,060	1,016,405	11	340	205	406	-	45	180	346	320	.92	14
Gloucester,	28,211	15,637,328	90	3,954	2,583	4,641	1	1	2,407	4,145	4,035	.97	117
Groveland,	2,333	973,183	13	403	248	464	5	48	238	404	379	.94	14
Hamilton,	1,346	1,910,155	7	242	149	271	-	11	173	209	188	.90	7
Haverhill,	34,945	25,502,483	130	5,903	2,717	5,599	15	790	2,769	4,638	4,323	.93	180
Ipswich,	4,720	3,064,366	19	783	468	836	5	149	442	689	619	.90	25
Lawrence,	52,164	37,576,788	176	10,065	5,899	8,446	93	768	4,765	6,752	6,436	.96	203
Lynn,	62,354	50,986,389	227	10,539	6,025	10,339	1	1,092	5,369	9,204	8,549	.93	253
Lynnfield,	818	663,646	4	112	79	129	1	8	87	106	95	.90	4
Manchester,	1,876	7,531,420	10	295	191	390	-	53	230	337	309	.92	12
Marblehead,	7,671	5,640,290	28	1,022	739	1,334	37	137	632	1,194	1,095	.92	35
Merrimac,	2,301	1,300,829	14	394	305	456	4	62	280	397	383	.96	14
Methuen,	6,690	4,104,108	26	1,265	761	1,188	5	80	761	1,079	998	.93	36
Middleton,	838	545,060	3	138	81	140	4	5	83	96	88	.92	3
Nahant,	865	4,835,958	4	113	82	146	-	33	82	111	101	.91	6
Newbury,	1,499	1,034,712	9	235	162	253	9	9	166	215	176	.92	10
Newburyport,	14,582	9,690,990	42	2,183	1,225	1,892	1	204	1,025	1,689	1,464	.92	45
North Andover,	3,569	3,010,088	20	729	433	872	-	70	447	719	675	.94	24
Peabody,	10,507	7,683,900	41	1,950	1,162	1,886	62	162	952	1,664	1,533	.92	53

SCHOOL RETURNS.

xix

Rockport,	.	5,269	2,706,680	17	724	435	801	-	56	437	738	709	.96	18
Rowley,	.	1,272	662,811	6	196	133	200	-	3	132	166	148	.89	6
Salem,	.	34,473	28,388,205	109	6,082	3,417	4,206	438	522	2,171	4,214	3,925	.91	136
Salisbury,	.	1,800	680,660	8	231	140	266	-	12	186	228	196	.87	8
Saugus,	.	4,497	3,648,211	23	958	693	1,284	2	101	682	972	897	.92	28
Swampscott,	.	3,259	6,454,173	16	672	448	5	5	124	393	572	639	.94	18
Topfield,	.	1,033	777,580	4	151	92	188	-	29	100	142	129	.91	6
Wenham,	.	886	890,800	6	165	73	148	-	3	73	118	112	.86	6
West Newbury,	.	1,643	855,621	11	236	162	259	2	18	162	231	199	.86	11
Totals,	.	330,393	\$258,421,127	1,238	56,721	33,058	54,611	792	5,828	29,680	47,126	43,878	.93	1,432

SCHOOL RETURNS.

xxi

	4	50	4	3	123 33	43 68	420	10	1	7	174	Part tax.	10	1,600 00
Newburyport.	.	23	8	7	109 77	42 78	190-10	9-10	-	4	86	Taxation.	10	1,037 50
North Andover,	.	61	23	21	143 33	42 69	401-16	9-16	-	6	186	Taxation.	9-16	1,700 00
Peabody,	.	17	8	8	105 28	40 00	154-5	9-1	-	2	62	Taxation.	9-4	1,000 00
Rockport,	.	10	4	3	-	31 68	54	9	-	2	-	-	-	-
Rowley,	.	13	96	89	147 70	56 15	938-3	9-6	-	17	434	Taxation.	9-14	2,500 00
Salem,	.	122	4	3	60 00	31 70	67-16	8-17	-	-	-	-	-	-
Salisbury,	.	8	4	3	60 00	40 00	209	9-10	-	4	100	Taxation.	10	1,300 00
Saugus,	.	29	27	22	130 00	40 00	153-12	9-12	-	3	67	Taxation.	9-12	1,800 00
Swampscott,	.	17	7	5	180 00	50 00	36	9	-	2	46	Taxation.	10	750 00
Topsheld,	.	6	3	1	75 00	37 00	45	9	-	1	-	-	-	-
Wenham,	.	8	4	3	-	37 00	86	7-16	-	1	32	Taxation.	9	800 00
West Newbury,	.	17	1	1	69 44	29 77	-	-	-	1	-	-	-	-
Totals,	.	1,439	506	437	\$131 83	\$49 71	11,680	9-8	-	29	4,871	-	9-12	\$43,282 50

* Pynchard Free School.

† United with Dummer Academy.

ESSEX COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for schools — wages of teachers, transportation, fuel, care of fire and schoolrooms — for 1898-99.	Expense for transportation, included also in the preceding column.	Expense of supervision by school committee, including clerical aid.	Salary of superintendent of town's share of it.	Expense of books, stationery and school supplies.	Gumdes (reports, censuses, etc.).	Amount expended for new schoolhouses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Amesbury,	\$19,362 41	-	\$500 00	\$1,700 00	\$1,079 99	\$1,017 93	\$279 76	-	\$373 46	\$22,613 55
Andover,	19,238 96	-	-	1,700 00	1,499 31	40 00	-	-	2,199 57	24,697 84
Beverly,	84,096 09	\$905 63	300 00	1,800 00	5,413 17	1,526 53	14,302 02	\$707 96	3,693 78	61,839 54
Boxford,	1,600 00	380 00	150 00	-	224 70	20 00	-	-	-	1,984 70
Danvers,	24,638 00	920 00	548 00	-	1,676 00	-	2,200 00	4,327 00	3,016 00	36,405 00
Essex,	3,600 00	102 50	180 00	-	680 00	633 23	-	-	324 45	6,217 68
Georgetown,	5,514 00	-	112 00	300 00	623 00	58 00	-	220 00	326 00	7,153 00
Gloucester,	68,113 32	850 00	500 00	2,300 00	4,708 31	291 00	2,000 00	-	8,780 73	83,893 36
Groveland,	5,512 72	-	179 00	300 00	502 21	175 72	-	207 66	162 77	7,040 08
Hamilton,	3,219 43	52 50	170 00	300 00	563 92	240 33	-	-	101 97	4,295 65
Haverhill,	111,138 72	1,118 75	400 00	2,250 00	8,608 88	1,595 38	16,508 19	1,284 99	1,406 82	143,192 98
Ipswich,	11,649 45	221 75	457 06	-	917 73	282 25	-	-	739 03	14,085 54
Lawrence,	149,476 02	-	1,200 00	3,000 00	12,502 82	249 46	-	-	7,948 68	173,076 98
Lynn,	200,254 15	-	95 00	2,700 00	11,316 63	7,096 61	43,856 09	100 00	11,765 02	278,288 40
Lynnfield,	1,970 39	75 00	88 33	400 00	194 23	16 00	-	-	76 22	2,331 84
Manchester,	8,658 02	468 00	98 33	770 55	922 10	183 14	-	-	415 00	10,676 59
Marblehead,	18,736 51	-	150 00	-	1,233 58	715 57	-	-	1,043 79	22,500 00
Merrimac,	8,860 32	-	-	-	1,632 78	290 47	-	-	158 09	10,056 66
Methuen,	16,801 14	-	95 00	1,200 00	1,643 60	838 72	-	18,753 19	1,117 30	40,353 95
Middleton,	2,125 25	675 00	275 00	-	106 16	52 48	-	-	139 14	2,518 03
Nahant,	4,708 31	-	75 00	-	553 17	157 50	-	-	420 23	6,114 21
Newbury,	3,513 82	5 10	-	-	469 92	4 78	5,749 41	500 00	209 32	10,022 25
Newburyport,	27,423 14	-	120 00	1,200 00	1,748 17	379 82	-	-	700 00	31,981 13
North Andover,	13,674 87	-	634 80	847 50	1,269 27	112 82	-	-	1,183 89	16,948 35
Peabody,	29,631 80	388 55	634 80	1,200 00	1,933 83	1,291 13	-	740 96	1,637 32	36,869 34

SCHOOL RETURNS.

xxiii

Rockport,	9,580 43	-	200 00	600 00	805 03	818 56	3,000 00	87 85	159 67	15,251 54
Rowley,	2,317 72	280 00	75 00	160 00	158 61	35 00	-	-	99 67	2,736 00
Salem,	104,007 13	-	1,200 00	2,500 00	9,075 57	1,481 79	5,000 00	8,738 00	2,984 92	134,947 41
Salisbury,	2,852 42	179 80	155 00	-	630 53	39 25	-	673 13	206 97	4,457 30
Saugus,	16,507 82	300 00	110 00	1,000 00	1,817 68	140 43	-	1,363 77	-	19,839 70
Swampscott,	12,933 25	-	400 00	-	1,340 66	87 00	-	283 28	877 86	15,932 03
Topsfield,	2,338 62	370 00	100 00	-	269 18	120 35	-	-	146 34	2,974 49
Wenham,	1,817 50	-	126 00	-	106 89	29 00	-	94 65	20 00	2,194 04
West Newbury,	3,357 92	85 05	240 64	-	609 09	-	-	-	148 50	4,356 05
Totals,	\$945,049 16	\$7,377 63	\$8,880 73	\$23,958 05	\$75,656 62	\$19,970 25	\$92,886 47	\$37,992 41	\$52,362 53	\$1,256,766 21

ESSEX COUNTY — CONCLUDED.

TOWNS.	Amount of voluntary contributions for public schools.	Amount of local funds, the income of which can be appropriated only for the support of public or private schools.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 31, 1899.	How much of said fund was used for apparatus and books of reference.
					No. of academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of private schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Amesbury,	—	—	—	—	2	—	—	2	425	—	—	—
Andover,	\$240 00	\$1,041 00	\$41 60	—	—	529	\$35,204 59	1	12	\$720 00	—	—
Beverly,	{	231,067 00*	10,374 45*	—	—	—	—	3	35	1,000 00	—	—
Boxford,	{	3,000 00	120 00	\$447 21	—	—	—	1	31	—	—	—
Danvers,	{	3,467 59	149 06	—	—	—	—	1	11	825 00	\$355 55	—
Essex,	—	—	—	544 89	—	—	—	—	—	—	—	—
Georgetown,	—	—	—	—	—	—	—	—	—	—	—	—
Gloucester,	—	—	—	—	—	—	—	3	300	1,600 00	—	—
Groveland,	—	—	—	226 42	—	—	—	—	—	—	—	—
Hamilton,	—	—	—	—	—	—	—	—	—	—	—	—
Haverhill,	{	6,020 00	344 00	—	1	91	5,085 00	7	135	4,050 00	—	\$123 00
Lawrence,	—	62,841 50*	—	—	—	—	—	—	—	—	—	—
Lebanon,	—	66,000 00	2,800 00	440 23	—	—	—	7	2,200	6,000 00	—	—
Lynn,	—	—	—	—	—	—	—	4	1,700	4,000 00	—	—
Lynnfield,	—	—	—	—	—	—	—	—	—	—	—	—
Manchester,	—	—	—	—	—	—	—	—	—	—	—	—
Marblehead,	—	—	—	—	—	—	—	—	—	—	—	—
Merrimack,	—	—	—	—	—	—	—	—	—	—	—	—
Methuen,	—	—	—	178 80	—	—	—	1	26	2,000 00	—	—
Middleton,	—	—	—	778 54	—	—	—	1	40	190 00	—	—
Nahant,	—	—	—	486 33	—	—	—	—	—	—	—	—
Nahant,	—	—	—	—	—	—	—	—	—	—	—	—

SCHOOL RETURNS.

xxv

Newbury, . . .	20,000 00*	-	1	-	-	-	-	-	-	294 43	-
Newburyport, . .	15,000 00	-	1	-	-	-	-	-	-	-	-
North Andover, . .	50,000 00*	-	-	-	-	-	-	-	-	244 43	94 45
Peabody, . . .	4,000 00	-	-	-	-	-	-	-	-	-	-
Rockport, . . .	10,000 00	-	-	-	632 01	-	-	-	-	244 43	26 00
Rowley, . . .	-	-	-	-	-	-	-	-	-	355 55	-
Salem, . . .	25,425 00	-	-	-	2,854 49	-	-	-	-	394 43	-
Salisbury, . . .	-	-	-	-	112 49	-	-	-	-	-	-
Saugus, . . .	-	-	-	-	-	-	-	-	-	-	-
Swampscott, . . .	-	-	-	-	-	-	-	-	-	-	-
Topsfield, . . .	-	-	-	-	125 78	-	-	-	-	355 55	-
Wenham, . . .	-	-	-	-	174 52	-	-	-	-	329 62	-
West Newbury, . .	-	-	-	-	-	-	-	-	-	394 43	-
Totals, . . .	\$535,852 09	\$240 00	5	714	\$7,000 81	\$20,882 71	\$40,289 59	51	8,135	\$53,935 00	\$5,186 86
											\$242 45

* Private schools.

FRANKLIN COUNTY.

TOWNS.	Population—State Census, 1888.	Valuation—1888.	No. of public schools.	No. of persons in town May 1, 1888, between 8 and 16 years of age.	No. of persons in town May 1, 1888, between 8 and 16 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. attending within the year under 6 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the schools.	Average attendance in all the public schools during the school year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the public schools.
Ashfield,	1,013	\$516,721	10	182	78	192	1	31	107	162	143	.94	11
Barnardston,	778	393,333	7	119	86	128	—	4	86	98	88	.89	6
Buckland,	1,548	557,150	9	260	170	290	—	11	182	243	229	.94	10
Charlemont,	1,041	340,929	11	164	102	225	—	33	122	199	185	.93	11
Colrain,	1,610	583,606	16	297	199	330	1	29	209	273	240	.88	15
Conway,	1,304	666,494	9	219	137	248	—	29	137	221	198	.89	11
Deerfield,	3,007	1,298,110	12	249	204	261	2	6	207	245	219	.89	12
Erving,	984	394,637	6	227	142	253	4	2	142	186	179	.96	7
Gill,	1,082	482,416	6	131	80	133	1	5	74	97	89	.91	5
Greenfield,	6,229	5,878,070	39	1,284	757	1,720	60	237	789	1,472	1,262	.92	50
Hawley,	468	142,506	6	76	53	81	2	1	53	67	62	.92	6
Heath,	476	152,393	7	97	67	116	2	12	57	96	91	.95	7
Leverett,	744	275,621	4	128	82	134	—	13	82	108	97	.92	4
Leyden,	363	191,180	5	65	34	67	—	5	36	54	51	.94	5
Monroe,	288	137,797	3	48	27	60	4	5	27	48	46	.96	3
Montague,	6,088	3,737,756	29	1,361	686	1,169	4	74	685	997	946	.95	35
New Salem,	869	277,380	9	136	91	192	6	8	96	168	135	.85	10
Northfield,	1,851	916,262	10	207	131	261	6	16	143	209	190	.91	10
Orange,	5,361	2,868,850	24	905	594	1,227	5	166	594	1,036	1,003	.95	29
Rowe,	498	171,985	5	73	51	75	1	4	48	60	54	.90	5
Shelburne,	1,560	886,876	10	209	127	289	—	48	137	219	208	.95	14
Shutesbury,	444	164,110	3	46	32	58	2	7	35	48	43	.90	3
Sunderland,	696	439,265	3	95	57	118	1	7	74	93	88	.94	4
Warwick,	599	336,005	5	117	66	126	—	12	66	115	103	.89	6

SCHOOL RETURNS.

xxvii

Wendell,	.	.	.	.	.	529	239,911	5	105	69	92	-	5	54	64	62	.96	5
Whately,	.	.	.	.	.	755	415,850	5	83	53	96	3	3	57	77	69	.90	5
Totals,	.	.	.	.	.	40,145	\$22,455,992	236	6,330	4,164	7,990	99	768	4,299	6,553	6,080	.93	289

HAMPDEN COUNTY.

Agawam,	.	.	.	.	.	2,408	\$1,339,820	13	550	398	550	2	20	398	362	354	.92	13
Blandford,	.	.	.	.	.	849	442,490	7	116	87	177	1	13	99	127	115	.90	7
Brimfield,	.	.	.	.	.	962	406,598	8	127	84	155	-	3	92	115	102	.89	8
Chester,	.	.	.	.	.	1,429	573,859	9	274	182	306	1	6	189	220	199	.90	9
Chicopee,	.	.	.	.	.	16,120	9,311,940	52	2,877	1,713	2,710	-	228	1,417	2,051	1,888	.92	60
East Longmeadow,	.	.	.	.	.	1,591	628,185	9	350	214	377	1	3	231	252	260	.92	9
Granville,	.	.	.	.	.	1,005	356,654	8	217	133	217	-	17	133	176	151	.86	8
Hampden,	.	.	.	.	.	743	393,512	6	88	53	128	-	6	79	89	82	.92	5
Holland,	.	.	.	.	.	199	87,459	1	23	12	23	-	1	12	15	14	.93	1
Holyoke,	.	.	.	.	.	40,322	36,415,800	145	9,232	5,536	6,804	154	603	2,963	4,957	4,511	.91	184
Longmeadow,	.	.	.	.	.	620	705,590	5	110	69	113	2	5	72	97	88	.91	5
Ludlow,	.	.	.	.	.	2,652	1,305,441	14	519	361	556	-	24	342	362	319	.88	15
Monson,	.	.	.	.	.	3,746	1,733,103	21	590	354	693	6	85	402	629	590	.94	28
Montgomery,	.	.	.	.	.	275	141,210	5	54	34	47	-	-	34	39	38	.97	5
Palmer,	.	.	.	.	.	6,358	2,736,691	28	1,233	729	1,210	4	79	670	1,023	963	.94	32
Russell,	.	.	.	.	.	846	431,445	8	139	96	158	4	11	103	128	114	.89	8
Southwick,	.	.	.	.	.	981	486,375	10	193	128	219	4	22	128	167	150	.90	10
Springfield,	.	.	.	.	.	51,522	65,699,713	193	9,202	5,236	10,044	471	1,005	5,066	8,260	7,688	.94	297
Tolland,	.	.	.	.	.	309	141,170	7	57	36	61	2	2	36	52	49	.94	7
Wales,	.	.	.	.	.	783	268,555	6	155	100	185	-	2	112	117	105	.90	6
Westfield,	.	.	.	.	.	10,543	8,140,808	43	1,987	1,129	2,265	12	254	1,136	1,732	1,682	.94	58
West Springfield,	.	.	.	.	.	6,125	4,715,153	37	1,499	898	1,765	64	184	919	1,375	1,258	.92	46
Wilbraham,	.	.	.	.	.	1,740	772,822	11	271	162	315	3	15	191	220	197	.90	11
Totals,	.	.	.	.	.	152,938	\$137,273,373	645	29,963	17,802	29,068	721	2,567	14,812	22,665	20,917	.92	832

BOARD OF EDUCATION.

FRANKLIN COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended normal schools.	No. of teachers who have graduated from normal schools.	A'ge wages per month of male teachers in public schools.	A'ge wages per month of female teachers in public schools.	Aggregate of months all the public schools have been kept during the school year.	Average No. of months the public schools have been kept for the entire year.	No. of schools kept less than the time required by law.	No. of high schools.	No. of teachers.	No. of pupils.	How supported.	Length. Months.	Salary of principal.
Ashfield.	1	15	2	1	\$73 69	\$26 13	81-15	8-3	-	1*	2	41	Part tax.	10	\$700 00
Barnardston.	-	7	-	4	-	29 66	51	8-10	-	1†	3	66	Part tax.	9	850 00
Buckland.	-	12	4	4	-	36 33	77-15	8-13	-	-	-	-	-	-	-
Charlemont.	2	16	5	1	-	34 40	75-10	8-3	-	-	-	-	-	-	-
Colrain.	1	21	2	1	80 00	28 43	113-10	8-3	-	-	-	-	-	-	-
Conway.	1	15	1	11	72 20	26 45	68-5	7-11	-	1	2	38	Taxation.	9	600 00
Deerfield.	1	17	11	-	-	32 00	99-15	8-6	-	1	1	33	Taxation.	9-10	494 00
Erving.	-	8	3	2	-	34 84	50-6	8-11	-	1	-	-	-	-	-
Gill.	-	7	5	4	28 00	33 14	44-15	8-19	-	1	6	177	Taxation.	9-15	1,600 00
Greenfield.	3	50	13	10	117 50	45 86	365	9-15	-	1	-	-	-	-	-
Hawley.	-	8	3	2	-	32 00	36	7-10	-	-	-	-	-	-	-
Heath.	-	10	-	-	-	27 39	62-10	8-10	-	-	-	-	-	-	-
Leverett.	-	7	-	-	-	35 38	34	7-6	-	-	-	-	-	-	-
Leyden.	-	1	-	-	-	22 50	36-10	9	-	-	-	-	-	-	-
Monroe.	1	8	-	-	39 11	36 90	27	9	-	-	-	-	-	-	-
Montague.	3	37	18	13	87 40	47 80	261	9	-	2	7	105	Taxation.	9	1,400 00
New Salem.	1	12	1	1	72 22	29 69	71-15	7-19	-	1	2	39	Taxation.	9	1,000 00
Northfield.	1	12	6	5	48 00	86	8-13	8-13	-	-	-	-	-	-	650 00
Orange.	1	47	17	16	123 34	41 56	214-10	8-18	-	1	4	179	Taxation.	9-15	1,202 59
Rowe.	-	7	2	2	-	29 00	32-10	6-3	-	-	-	-	-	-	-
Shelburne.	1	18	4	3	142 10	37 96	88-2	8-16	-	1†	4	47	Taxation.	9-3	1,350 00
Shutesbury.	-	3	2	1	-	34 66	23-18	7-19	-	-	-	-	-	-	-
Sunderland.	-	6	2	1	-	38 16	27	9	-	-	-	-	-	-	-

SCHOOL RETURNS.

xxix

Warwick,	-	6	1	1	-	34 66	36	7-4	-	-	-	-	-
Wendell,	-	7	3	2	-	30 75	39	7-16	-	-	-	-	-
Whately,	-	5	1	1	34 00	31 00	35-10	8-5	-	-	-	-	-
Totals,	18	364	104	81	\$74 29	\$36 47	2,128-16	8-6	-	10	31	725	9-6
													\$9,846 59

HAMPDEN COUNTY — CONTINUED.

Agawam,	2	16	7	7	\$61 00	\$35 00	117	9	-	-	-	-	-	-	-	-
Blandford,	-	9	4	3	-	29 53	52-12	7-10	-	-	-	-	-	-	-	-
Brimfield,	-	11	-	-	-	29 16	69	8-12	-	-	-	-	-	-	-	-
Chester,	-	15	-	-	-	32 44	76-5	8-9	-	-	-	-	-	-	-	-
Chicopee,	5	66	32	28	86 25	45 15	524	9-17	-	1	6	149	-	-	-	-
East Longmeadow,	-	13	1	1	-	39 11	81	9	-	-	-	-	-	-	-	-
Granville,	2	8	6	3	48 00	30 85	68-11	7-6	-	-	-	-	-	-	-	-
Hampden,	-	5	-	-	-	30 41	45	9	-	-	-	-	-	-	-	-
Holland,	-	1	-	-	-	40 00	8-15	8-15	-	-	-	-	-	-	-	-
Holyoke,	19	143	102	101	126 75	58 20	1,420-6	9-7	-	1	16	492	-	-	-	-
Longmeadow,	-	5	3	3	-	38 49	35-12	7-2	-	-	-	-	-	-	-	-
Ludlow,	1	14	3	3	82 00	36 71	138	9-7	-	1	2	20	-	-	-	-
Monson,	4	29	2	2	98 00	41 20	187	9-4	-	1	7	108	-	-	-	-
Montgomery,	-	7	3	2	-	28 40	35-10	7-2	-	1	4	94	-	-	-	-
Palmer,	1	31	16	15	140 00	43 23	260-17	9-6	-	-	-	-	-	-	-	-
Russell,	-	16	2	2	-	30 00	70-10	8-16	-	-	-	-	-	-	-	-
Southwick,	1	9	4	2	60 00	28 96	84-5	8-8	-	-	-	-	-	-	-	-
Springfield,	18	279	209	178	178 61	61 63	1,918	10	-	1	27	569	-	-	-	-
Tolland,	-	10	-	-	-	25 29	47-10	7-18	-	-	-	-	-	-	-	-
Wales,	-	10	7	6	-	34 32	62-9	8-12	-	-	-	-	-	-	-	-
Westfield,	6	66	46	39	162 50	49 30	416	10	-	1	8	261	-	-	-	-
West Springfield,	3	51	4	17	91 71	46 16	342-17	9-5	-	1	6	157	-	-	-	-
Wilbraham,	-	14	4	4	-	33 81	99	9	-	-	-	-	-	-	-	-
Totals,	62	817	455	416	\$131 88	\$60 68	6,138-19	9-10	-	9	79	1,915	-	-	-	-
																\$17,700 00

* United with Sanderson Academy. † Powers Institute. ‡ Arms Academy. § Hitchcock Free Academy. || Monson Academy.

BOARD OF EDUCATION.

FRANKLIN COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for schools — wages of teachers, transportation, fuel, care of grounds and schoolrooms — for 1898-99.	Expenses for transportation, included also in the preceding column.	Expenses of supervision including clerical aid.	Salary of superintendent or town's share of it.	Expenses of books, stationery and school supplies.	Bundles (reports, communications, etc.).	Amount expended for new schoolhouses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Ashfield, .	\$2,400 00	\$65 12	\$80 90	-	\$182 80	\$6 00	-	-	\$81 81	\$2,751 51
Barnardston, .	1,941 75	-	62 00	\$36 08	114 55	-	-	-	38 34	2,192 70
Buckland, .	3,836 37	133 00	10 00	225 00	253 27	38 75	-	\$186 72	76 25	4,726 36
Charlemont, .	2,400 00	203 00	61 50	313 88	369 60	6 39	-	-	139 33	3,170 70
Colrain, .	3,697 46	438 00	69 10	300 00	307 83	26 28	-	105 00	42 87	4,548 54
Conway, .	3,200 00	119 34	75 00	207 78	362 89	124 05	-	55 00	105 34	4,006 01
Deerfield, .	5,775 00	795 00	208 00	360 00	384 76	4 50	-	-	341 78	7,193 59
Erving, .	2,024 25	424 25	38 00	108 21	340 75	4 50	-	-	74 42	2,480 15
Gill, .	1,430 00	35 00	25 00	144 24	132 54	5 75	-	71 80	33 93	1,683 36
Greenfield, .	26,350 97	773 77	-	1,787 50	3,418 69	1,529 91	\$6,670 75	600 00	1,268 67	41,626 49
Hawley, .	515 08	75 00	33 87	78 89	63 90	8 12	-	-	3 50	703 36
Heath, .	875 00	93 00	55 00	50 00	174 62	20 00	-	-	38 40	1,163 02
Leverett, .	859 90	265 00	75 50	50 00	113 75	14 25	-	-	33 60	1,150 00
Leyden, .	700 00	-	30 00	-	65 58	9 00	-	-	2 00	798 58
Monroe, .	700 00	120 00	7 50	94 44	169 15	28 90	-	-	-	989 99
Montague, .	19,375 73	1,621 32	-	1,500 00	1,283 11	689 83	-	389 02	635 57	23,773 26
New Salem, .	1,500 00	44 01	49 50	-	277 18	-	-	-	49 86	1,876 04
Northfield, .	3,100 00	181 50	40 25	259 56	342 80	10 00	-	-	149 95	3,902 56
Orange, .	15,180 18	1,148 00	375 00	597 73	1,778 69	334 70	-	160 89	414 74	18,851 93
Rowe, .	975 37	126 67	45 00	125 83	67 05	10 00	-	-	94 26	1,317 56
Shelburne, .	4,747 33	370 45	-	225 00	293 01	31 47	-	44 93	48 31	5,380 10
Shutesbury, .	838 25	167 75	50 00	-	28 30	5 00	-	-	11 92	991 47
Sunderland, .	1,900 00	674 65	42 50	83 68	170 48	7 39	-	-	66 97	2,271 02
Warwick, .	1,100 00	379 49	6 00	201 96	150 02	8 00	-	-	39 58	1,505 56

SCHOOL RETURNS.

xxxi

HAMPDEN COUNTY — CONTINUED.

Wendell,	720 07	28 00	30 00	47 27	82 05	28 45	—	7 00	914 84
Whately,	1,600 00	108 60	76 00	84 68	141 62	60 00	—	88 84	2,060 14
Totals,	\$107,792 76	\$8,390 12	\$1,537 62	\$6,831 76	\$11,046 99	\$2,906 74	\$6,670 75	\$3,836 76	\$142,286 84
							\$1,613 46		
Agawam,	\$6,340 44	—	\$126 36	\$315 00	\$477 70	\$183 32	—	\$49 02	\$7,491 83
Blandford,	1,600 00	\$326 78	—	85 00	75 03	25 90	—	13 25	1,890 10
Brimfield,	1,560 00	22 75	24 23	225 00	151 49	10 00	—	88 21	2,046 83
Chester,	2,475 00	25 80	110 00	108 26	255 76	10 00	—	124 68	3,083 60
Chicopee,	36,296 08	657 73	66 00	1,900 00	2,893 40	2,360 90	\$8,028 44	1,623 69	55,146 91
East Longmeadow,	3,200 00	—	64 60	67 11	316 80	19 40	—	99 88	3,766 69
Granville,	2,785 31	—	55 00	228 32	238 00	57 05	—	171 63	3,635 31
Hampden,	1,300 00	183 27	97 00	181 03	114 46	—	—	72 94	1,765 43
Holland,	228 00	67 70	25 00	—	32 22	—	—	—	282 22
Holyoke,	146,573 59	47 60	2,828 75	3,500 00	12,608 48	10,923 43	75,613 03	4,471 89	259,022 17
Longmeadow,	2,600 00	161 80	38 00	29 74	187 25	—	10,000 00	141 69	12,896 68
Ludlow,	6,911 50	226 00	150 00	260 46	623 60	15 30	—	240 04	8,200 90
Monson,	10,041 76	386 20	150 00	525 00	898 31	252 84	—	813 61	12,681 42
Montgomery,	600 00	—	19 60	—	76 06	—	—	14 56	710 12
Palmer,	18,407 74	980 69	—	500 00	1,363 71	496 06	—	454 18	21,731 71
Russell,	2,200 00	—	90 00	—	83 99	—	—	—	2,407 69
Southwick,	1,500 00	59 00	79 00	217 60	278 70	—	133 70	42 31	1,913 51
Springfield,	221,944 89	383 38	3,053 88	4,000 00	23,114 65	13,046 13	863,249 04	12,710 66	667,288 48
Tolland,	600 00	22 60	55 00	—	72 18	8 05	204 85	33 10	973 18
Wales,	1,028 21	46 60	—	50 00	109 73	—	—	—	1,687 94
Westfield,	38,331 79	626 40	—	2,000 00	2,640 93	769 60	20,880 11	822 22	66,881 56
West Springfield,	23,767 56	150 00	—	1,800 00	3,095 80	428 76	—	1,932 13	31,024 25
Wilbraham,	3,910 00	—	142 75	201 66	363 59	10 00	—	296 65	4,324 65
Totals,	\$533,393 82	\$4,374 10	\$7,167 96	\$16,094 06	\$50,071 34	\$28,616 76	\$478,025 47	\$24,218 54	\$1,171,262 80

FRANKLIN COUNTY — CONCLUDED.

TOWNS.	Amount of voluntary contributions for public schools.	Amount of local funds, the income of which can be appropriated only for the support of public or private schools.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1899.	How much of said fund was used for apparatus and books of reference.
					No. of academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of private schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Ashfield.	.	\$900 00	\$54 00	\$72 78	1+	-	\$120 00	-	-	-	\$394 44	\$34 00
Barnardston.	.	15,523 87	528 75	98 75	-	-	-	-	-	-	559 24	-
Buckland.	.	800 00	45 00	98 75	-	-	-	-	-	-	394 43	40 00
Charlemonit.	.	3,000 00	163 90	98 50	-	-	-	-	-	-	505 55	-
Colrain.	.	-	-	98 87	-	-	-	-	-	-	459 24	-
Conway.	.	1,000 00	40 00	90 85	1	25	-	1	6	\$1,200 00	394 43	-
Deerfield.	.	50,000 00*	3,000 00*	-	1	532	28,200 00	1	13	300 00	294 43	-
Erving.	.	-	-	-	1	21	2,000 00	-	-	-	544 43	-
Gill.	.	-	-	-	-	-	-	-	-	-	494 43	-
Greenfield.	.	400 00	23 73	59 42	-	-	-	-	-	-	505 55	-
Hawley.	.	-	-	55 07	-	-	-	-	-	-	544 43	-
Heath.	.	-	-	81 00	-	-	-	-	-	-	455 55	-
Leverett.	.	-	-	-	-	-	-	-	-	-	429 62	55 58
Leyden.	.	-	-	-	-	-	-	-	-	-	494 43	-
Monroe.	.	-	-	-	-	-	-	-	-	-	-	-
Montague.	.	-	-	-	1	11	85 50	1	259	-	505 55	-
New Salem.	.	1,600 00	64 00	101 49	1	390	28,000 00	-	-	-	394 43	-
Northfield.	.	-	-	188 49	-	-	-	-	-	-	205 55	-
Orange.	.	200 00	8 08	48 55	-	-	-	-	-	-	644 43	67 05
Rowe.	.	3,000 00	145 85	103 10	2	102	1,834 25	-	-	-	459 24	-
Shelburne.	.	25,222 00*	1,489 42*	66 83	-	-	-	-	-	-	544 43	-
Shutesbury.	.	250 00	14 00	58 92	-	-	-	-	-	-	544 43	-
Sunderland.	.	-	-	58 92	-	7	-	1	7	100 00	559 24	-

SCHOOL RETURNS.

xxxiii

Warwick, . . .	48 24	500 00	20 20	-	-	-	-	-	-	455 55	-
Wendell, . . .	5 00	540 00	32 40	-	-	-	-	-	-	479 82	-
Whately, . . .	-	-	-	-	-	-	-	-	-	455 55	-
Totals, . . .	\$53 24	\$103,065 87	\$5,629 33	\$1,372 57	8	1,081	\$90,349 76	4	285	\$1,600 00	\$11,073 79
											\$196 63

HAMPDEN COUNTY — CONCLUDED.

Agawam, . . .	-	\$4,000 00	\$183 00	-	-	-	-	1	45	-	\$255 55	-
Blandford, . . .	-	3,000 00	175 00	-	-	-	-	-	-	-	544 44	-
Brimfield, . . .	-	65,000 00*	3,000 00*	1	70	-	-	-	-	-	455 55	-
Chester, . . .	-	-	-	-	-	-	-	3	867	-	329 62	-
Chicopee, . . .	\$225 00	-	-	-	-	-	-	-	-	-	-	-
East Longmeadow, . . .	-	731 00	29 52	-	-	-	-	-	-	-	394 43	-
Granville, . . .	-	-	-	-	-	-	-	-	-	-	544 43	\$38 00
Hampden, . . .	-	-	-	-	-	-	-	-	-	-	494 43	-
Holland, . . .	-	222 22	13 33	-	-	-	-	-	-	-	455 55	32 23
Holyoke, . . .	-	-	-	-	-	-	-	8	3,551	-	-	-
Longmeadow, . . .	25 00	-	-	-	-	-	-	-	-	-	459 24	-
Ludlow, . . .	-	-	-	-	-	-	-	-	-	-	369 24	-
Monson, . . .	-	61,000 00*	3,200 00*	1	108	-	\$2,901 00	2	6	\$250 00	294 43	-
Montgomery, . . .	-	-	-	-	-	-	-	-	-	-	494 43	-
Palmer, . . .	-	860 00	34 34	-	-	-	-	3	183	1,275 00	309 24	150 00
Russell, . . .	-	-	-	-	-	-	-	-	-	-	494 43	-
Southwick, . . .	-	15,618 03	763 71	-	-	-	-	-	-	-	455 55	-
Springfield, . . .	2,974 34	-	-	-	-	-	-	9	1,575	13,250 00	505 55	72 18
Tolland, . . .	-	-	-	-	-	-	-	-	-	-	559 24	-
Wales, . . .	-	-	-	-	-	-	-	-	-	-	-	-
Westfield, . . .	150 00	120,000 00	4,711 96	1+	-	-	-	1	27	250 00	-	-
West Springfield, . . .	-	14,000 00	712 25	-	-	-	-	-	-	-	-	-
Wilbraham, . . .	-	1,308 40	78 50	1	210	-	10,564 00	-	-	-	459 24	-
Totals, . . .	\$3,374 34	\$286,229 65	\$12,911 61	\$4,696 46	4	388	\$13,465 00	27	6,244	\$15,025 00	\$7,864 59	\$292 40

* Private schools.

† United with High School.

HAMPSHIRE COUNTY.

TOWNS.	Population—State Census, 1885.	Valuation—1888.	No. of public schools.	No. of persons in town May 1, 1885, between 5 and 15 years of age.	No. of persons in town May 1, 1885, between 16 and 18 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 5 and 14 years of age.	Average membership of all the schools.	Average attendance in all the public schools during the school year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the public schools.
Amherst,	4,785	\$3,220,764	18	661	443	860	24	132	480	693	644	.93	22
Belchertown,	2,161	864,925	20	476	339	531	7	48	325	425	390	.91	21
Chesterfield,	589	279,903	6	80	49	102	3	12	49	79	71	.90	6
Cummington,	760	285,590	6	128	74	154	3	11	85	123	114	.94	6
Easthampton,	4,790	2,918,622	25	828	497	966	6	89	564	837	782	.98	28
Enfield,	980	613,900	7	208	135	248	4	8	142	199	182	.91	7
Goshen,	304	136,635	3	66	46	73	-	5	43	67	61	.89	3
Greenwich,	748	431,223	9	112	69	157	2	10	70	147	132	.90	9
Hadley,	481	250,990	3	72	56	78	3	5	53	62	58	.89	3
Hatfield,	1,704	960,895	13	252	155	282	-	6	164	235	218	.93	13
Huntington,	1,262	1,027,449	8	242	172	243	4	20	208	194	173	.90	8
Middlefield,	1,460	510,637	10	281	160	332	-	5	72	254	230	.91	10
Middleton,	386	188,639	5	89	50	144	2	6	72	104	97	.93	6
Northampton,	16,746	11,634,921	64	2,902	1,691	2,675	103	288	1,417	2,289	2,151	.94	80
Pelham,	486	180,087	74	92	74	116	1	4	74	83	74	.88	4
Pinefield,	450	155,795	5	61	31	93	-	4	61	77	73	.95	5
Prescott,	401	163,008	6	80	63	69	-	4	43	68	64	.93	5
Southampton,	1,064	494,292	8	220	134	255	-	17	138	167	150	.90	8
South Hadley,	4,443	2,080,864	22	604	401	986	3	74	643	781	725	.93	28
Ware,	7,651	4,117,525	27	1,454	883	1,326	-	84	658	1,049	986	.94	32
Westhampton,	476	216,760	5	108	89	108	6	16	89	84	77	.92	5
Williamsburg,	1,955	844,764	15	396	238	452	1	16	237	377	345	.92	18
Worthington,	648	318,499	8	147	86	177	2	13	86	136	109	.81	9
Totals,	54,710	\$31,896,957	296	9,595	5,944	10,407	173	813	5,771	8,509	7,884	.92	331

SCHOOL RETURNS.

XXXX

HAMPSHIRE COUNTY - CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended normal schools.	No. of teachers who have graduated from normal schools.	A'ge wages per month of male teachers in public schools.	A'ge wages per month of female teachers in public schools.	Aggregate of months all the public schools have been kept during the school year.	Average No. of months the public schools have been kept for the entire year.	No. of schools kept less than the time required by law.	HIGH SCHOOLS.					Salary of principal.
										No. of high schools.	No. of teachers.	No. of pupils.	How supported.	Length. Months. Days.	
Amherst.	3	24	7	5	\$79 00	\$38 00	160-2	8-18	-	1	5	138	Taxation.	9-10	\$1,600 00
Babertown.	1	8	2	1	60 44	28 00	162-1	8-4	-	1	2	81	Part tax.	10	888 89
Chesterfield.	1	6	2	2	28 12	24 29	46-10	7-15	-	-	-	-	-	-	-
Cummington.	3	36	14	12	32 00	27 80	44-8	7-8	-	-	-	-	-	-	-
Easthampton.	1	13	3	2	129 00	38 08	202-10	8-16	-	1	3	71	Taxation.	9-15	1,500 00
Enfield.	1	15	2	2	-	37 00	59-11	8-10	-	1	-	-	-	-	-
Goshen.	1	17	2	2	55 55	32 00	22-10	7-10	-	1	2	19	Taxation.	9	500 00
Granby.	1	15	2	2	-	27 33	77-5	8-9	-	1	-	-	-	-	-
Greenwich.	1	16	3	2	-	27 33	25-9	8-9	-	1*	2	35	Not by tax.	9-10	800 00
Hadley.	1	8	3	3	-	26 22	102	8-1	-	-	-	-	-	-	-
Huntington.	1	12	2	2	52 00	30 96	72	9	-	-	-	-	-	-	-
Middlefield.	1	7	3	1	40 00	29 61	78-17	8-3	-	-	-	-	-	-	-
Middlefield.	5	80	29	28	132 50	34 28	34-12	6-18	-	1	8	166	Taxation.	10	1,700 00
Northampton.	3	6	2	2	-	41 91	612-6	9-4	-	-	-	-	-	-	-
Pelham.	3	5	1	1	39 91	28 18	30	7-10	-	-	-	-	-	-	-
Plainfield.	1	6	1	1	26 00	26 14	32	6-8	-	-	-	-	-	-	-
Preacott.	1	14	5	4	28 00	25 00	37-10	7-10	-	-	-	-	-	-	-
Southampton.	2	27	4	4	116 78	32 57	68-7	8-11	-	1	1	24	Taxation.	9-12	400 00
South Hadley.	2	34	9	9	125 00	39 00	209	9-5	-	1	2	77	Taxation.	9-10	1,100 00
Ware.	2	6	1	1	-	43 67	264-3	9-15	-	1	6	124	Taxation.	9-16	2,000 00
Westhampton.	4	24	9	5	58 00	33 00	37	8	-	-	3	48	Taxation.	{ 9-15 9-15	600 00 532 00
Williamsburg.	1	13	3	3	24 00	29 70	142-10	9-10	-	2	-	-	-	-	-
Worthington.	1	13	3	3	24 00	28 00	68-10	8-11	-	-	-	-	-	-	-
Totals.	32	395	110	93	\$78 94	\$35 18	2,589-1	8-14	-	11	34	783	-	9-13	\$11,620 89

* Hopkins Academy.

HAMPSHIRE COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for teachers, transportation, fuel, care of fires 1898-99.	Expense for transportation, included also in the preceding column.	Expense of supervision by school committee, including clerical aid.	Salary of superintendent out of town's share of it.	Expense of books, stationery and school supplies.	G sundries (reports, census, etc.).	Amount expended for new schoolhouses.	Amount expended for alterations and improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Amherst,	\$13,081 62	\$822 26	\$150 00	\$1,375 00	\$1,168 04	\$987 92	-	\$100 00	\$486 51	\$17,229 09
Belchertown,	4,600 00	-	255 00	-	451 25	137 63	-	430 91	172 62	6,047 41
Chesherfield,	1,000 00	117 25	65 00	-	83 04	6 30	-	100 00	20 49	1,274 88
Cummington,	600 00	229 00	41 25	-	187 04	6 00	-	85 08	20 58	940 85
Easthampton,	14,136 14	331 67	-	575 87	1,087 51	257 63	-	500 00	730 30	17,297 81
Enfield,	2,400 00	200 00	148 75	-	200 00	-	\$4,000 00	-	118 00	6,866 75
Goheen,	400 00	-	28 50	-	81 19	-	-	400 00	-	909 69
Granby,	1,800 00	47 50	70 00	217 74	218 47	47 49	-	-	127 85	2,481 55
Greenwich,	3,680 55	376 70	50 00	-	97 30	-	-	-	10 65	1,138 50
Hadley,	3,664 03	79 00	191 37	-	311 66	14 00	-	-	256 11	4,427 17
Hartford,	3,201 11	74 25	73 00	246 22	260 01	-	-	115 51	225 38	3,995 73
Huntington,	2,625 00	41 35	130 00	142 07	233 63	42 00	-	-	132 41	3,278 61
Middlefield,	800 00	587 60	28 00	1,800 00	140 00	10 00	-	-	179 69	1,299 76
Northampton,	45,461 67	587 60	380 93	1,800 00	3,690 70	1,508 81	-	441 38	2,769 71	86,043 23
Pelham,	600 00	-	50 00	-	70 43	1 50	-	-	1 55	723 48
Plainfield,	600 00	18 30	65 75	-	62 15	6 40	-	-	14 93	639 23
Prescott,	535 00	26 00	-	48 00	72 21	5 00	-	-	40 03	700 24
Southampton,	1,800 00	102 50	96 00	117 23	72 21	10 00	-	-	131 45	2,273 82
South Hadley,	10,930 61	1,119 60	200 00	532 26	1,164 04	1,363 97	-	-	846 21	16,027 09
Ware,	22,199 82	76 00	-	18 98	1,637 47	1,430 69	-	-	843 87	26,111 86
Westhampton,	1,000 00	177 95	43 50	-	121 81	-	-	-	17 42	1,201 19
Williamburg,	4,500 00	115 00	230 00	376 10	344 39	98 94	-	-	163 90	5,713 83
Worthington,	1,018 00	115 00	75 00	-	258 04	23 77	-	92 03	28 05	1,491 89
Totals,	\$187,773 55	\$4,541 98	\$2,372 05	\$5,449 45	\$12,060 28	\$5,928 14	\$4,000 00	\$2,264 91	\$7,274 70	\$177,113 08

SCHOOL RETURNS.

xxxvii

HAMPSHIRE COUNTY — CONCLUDED.

TOWNS.	ACADEMIES AND PRIVATE SCHOOLS.						Income of local funds.	Amount of local funds, the income of which can be appropriated only for the support of public or private schools.	Amount of voluntary contributions for public schools.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	No. of academies.					Amount of tuition paid.	No. of private schools.	Whole No. attending for the year.	Estimated amount of tuition.	Town's share of school fund payable Jan. 1, 1899.	How much of said fund was used for apparatus and books of reference.
											No. of academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of private schools.	Whole No. attending for the year.	Estimated amount of tuition.					
Amherst,	\$40 00	\$6,000 00	\$400 00	—	—	—	\$41 24	—	—	—	1	120	\$8,895 00	3	60	\$800 00	\$394 44	—	—	—	—
Belchertown,	—	500 00	257 70	—	—	—	—	—	—	—	1	—	—	—	—	—	429 62	—	—	—	—
Chesterfield,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	350 00	—	—	—	—
Cummington,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	244 43	—	—	—	—
Easthampton,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	459 24	—	—	—	—
Endicott,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	360 00	—	—	—	—
Goeney,	24 00	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	494 43	—	—	—	—
Greenwich,	—	500 00	30 00	—	—	—	—	—	—	—	—	—	—	—	—	—	355 55	—	—	—	—
Hadley,	—	40,000 00*	1,608 00*	—	—	—	—	—	—	—	—	—	—	—	—	—	355 55	—	—	—	—
Hartford,	—	44,059 00*	3,047 00*	—	—	—	—	—	—	—	—	—	—	—	—	—	505 55	—	—	—	—
Huntington,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	494 43	—	—	—	—
Middlefield,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	300 00	—	—	—	—
Northampton,	—	3,000 00	40 40	—	—	—	—	—	—	—	—	—	—	—	—	—	455 55	—	—	—	—
Pelham,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	494 43	—	—	—	—
Plainfield,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	455 55	—	—	—	—
Prescott,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	244 43	—	—	—	—
Southampton,	50 00	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
South Hadley,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ware,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	494 43	—	—	—	—
Westhampton,	—	21,800 00	802 21	—	—	—	—	—	—	—	—	—	—	—	—	—	394 43	—	—	—	—
Williamsburg,	—	1,283 50	136 79	—	—	—	—	—	—	—	—	—	—	—	—	—	429 62	—	—	—	—
Worthington,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Totals,	\$114 00	\$117,142 50	\$6,345 10	\$2,798 14	—	—	—	—	—	—	3	210	\$8,895 00	8	1,010	\$75,800 00	\$8,196 11	—	—	—	\$10 68

* Private schools.

MIDDLESEX COUNTY.

TOWNS.	Population—State Cen- sus, 1865.	Valuation—1868.	No. of persons in town May 1, 1866, between 8 and 15 years of age.	No. of persons in town May 1, 1866, between 15 and 18 years of age.	No. of different pupils of all ages in the pub- lic schools during the school year.	No. attending within the year under 6 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the schools.	Average attendance in all the public schools during the school year.	The per cent. of attend- ance based upon the average membership.	No. of teachers required by the public schools.
Acton, .	1,978	\$1,538,050	264	183	339	—	41	188	276	258	.92	11
Arlington, .	6,515	8,372,350	1,294	753	1,698	20	221	681	1,259	1,171	.93	37
Asbury, .	804	466,180	91	91	162	1	31	94	137	125	.92	7
Ashtand, .	2,090	1,133,718	283	198	408	—	57	215	327	302	.92	10
Ayer, .	2,101	1,450,329	411	234	482	13	42	261	421	399	.95	12
Bedford, .	1,169	1,088,674	198	125	242	—	21	124	192	178	.93	6
Belmont, .	2,843	4,870,455	496	278	730	—	97	304	509	481	.94	17
Billerica, .	2,577	1,841,914	468	253	590	—	49	357	487	446	.92	16
Boxborough, .	307	223,913	68	37	76	3	8	37	59	55	.92	4
Burlington, .	574	504,867	94	44	88	2	5	44	61	53	.87	3
Cambridge, .	81,643	89,551,090	14,036	8,391	15,026	453	1,458	7,078	12,907	11,978	.92	362
Carlisle, .	492	349,237	86	56	91	3	4	54	62	54	.87	4
Chelmsford, .	3,162	2,360,055	562	341	770	—	58	411	602	541	.89	19
Concord, .	5,175	3,839,970	724	420	865	1	182	401	806	754	.94	24
Dracut, .	2,443	2,066,720	622	308	563	2	19	318	423	391	.93	14
Dunstable, .	400	291,136	60	35	79	—	6	48	60	55	.92	2
Everett, .	18,573	15,644,400	4,175	2,809	5,966	—	488	2,806	4,171	3,959	.95	113
Frammingham, .	9,512	8,341,370	49	1,883	2,283	4	294	1,148	1,979	1,871	.93	58
Groton, .	2,192	8,021,248	14	388	457	10	66	224	364	351	.98	15
Holliston, .	2,718	1,486,644	439	308	625	—	66	311	443	417	.94	16
Hopkinton, .	2,984	1,823,490	410	596	686	18	78	409	494	458	.93	17
Hudson, .	6,303	2,903,242	915	544	1,046	1	118	592	937	880	.94	26
Lexington, .	3,498	4,863,380	589	344	680	6	74	371	692	563	.93	19
Lincoln, .	1,111	1,971,310	6	107	186	—	24	108	173	150	.91	6
Littleton, .	1,136	878,323	194	110	249	6	44	118	200	190	.95	8
Lowell, .	84,367	70,941,243	12,969	8,201	13,767	482	1,451	7,201	10,064	9,022	.90	294

SCHOOL RETURNS.

xxxix

Malden,	29,708	28,147,860	134	5,570	3,231	6,369	105	782	3,470	5,169	4,863	.94	168
Marlborough,	14,977	8,976,248	62	3,217	1,791	2,942	-	274	1,608	2,394	2,220	.93	72
Maynard,	3,090	2,232,984	13	590	372	651	6	48	379	591	556	.94	15
Medford,	14,474	18,936,050	63	2,794	1,862	3,830	262	431	2,351	3,078	2,728	.89	89
Melrose,	11,965	12,475,144	68	2,188	1,478	3,044	282	316	1,492	2,506	2,343	.94	77
Natick,	8,814	5,781,200	37	1,578	983	2,002	-	425	985	1,733	1,640	.95	49
Newton,	27,590	55,296,800	107	5,269	3,192	6,627	359	748	2,536	4,845	4,496	.93	159
North Reading,	835	498,961	4	137	80	178	-	15	97	142	131	.92	4
Pepperell,	3,321	2,156,589	18	615	471	764	12	45	429	645	598	.91	23
Reading,	4,717	4,044,439	21	848	574	981	-	120	514	833	789	.94	26
Sherborn,	1,446	791,090	6	183	109	207	-	1	111	142	131	.92	6
Shirley,	1,399	756,446	7	230	202	262	1	12	167	209	191	.91	7
Somerville,	62,200	60,681,425	210	9,845	5,793	11,577	686	1,276	6,710	9,085	8,636	.96	282
Stonemham,	6,284	5,067,925	26	944	538	1,152	17	170	648	952	896	.94	29
Stow,	920	700,466	6	128	97	106	6	11	93	116	108	.93	6
Sudbury,	1,141	1,166,349	7	195	118	219	5	20	120	188	176	.94	9
Tewksbury,	3,379	1,688,562	12	469	249	556	9	26	301	392	365	.91	13
Townsend,	1,780	1,119,763	9	269	174	318	4	42	178	263	244	.93	11
Tyngsborough,	635	397,178	4	90	54	100	-	5	59	80	73	.91	4
Walden,	8,304	7,530,836	37	1,620	990	1,999	-	222	1,084	1,662	1,545	.93	45
Waltham,	20,876	18,829,024	62	3,766	2,110	3,069	16	314	1,625	2,738	2,598	.96	81
Watertown,	7,788	10,024,190	25	1,360	780	1,308	59	125	709	1,052	989	.94	35
Wayland,	2,026	1,648,465	13	403	243	502	4	48	265	421	393	.93	14
Westford,	2,418	1,266,454	16	353	245	536	4	51	314	402	369	.92	16
Weston,	1,710	3,309,068	7	209	127	280	-	36	140	237	221	.93	9
Wilmington,	1,420	1,064,851	9	281	187	384	5	27	202	272	245	.90	9
Woburn,	1,650	7,963,840	31	1,121	684	1,567	164	182	733	1,286	1,162	.90	46
Woburn,	14,178	9,946,762	56	3,186	1,746	2,866	50	352	1,494	2,603	2,417	.93	66
Totals,	499,217	\$492,304,679	2,031	89,279	54,320	101,402	2,973	11,126	51,517	82,041	76,202	.93	2,458

BOARD OF EDUCATION.

MIDDLESEX COUNTY — CONTINUED.

TOWNS.	HIGH SCHOOLS.														
	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended normal schools.	No. of teachers who have graduated from normal schools.	Average wages per month of male teachers in public schools.	Average wages per month of female teachers in public schools.	Aggregate of months all the public schools have been kept during the school year.	Average No. of months the public schools have been kept for the entire year.	No. of schools kept less than the time required by law.	No. of high schools.				Salary of principal.	
										No. of high schools.	No. of teachers.	No. of pupils.	How supported.		
Acton, .	1	12	7	5	\$111 11	\$39 80	81	9	-	1	2	68	Taxation.	9	\$1,000 00
Arlington, .	3	34	10	7	161 33	59 12	285-5	9-4	-	1	8	117	Taxation.	10	2,200 00
Ashby, .	-	12	3	3	-	36 83	46-18	7-14	-	1	2	29	Taxation.	9-18	1,450 00
Ashland, .	1	11	5	4	114 00	39 00	79	8-16	-	1	2	63	Taxation.	10	1,100 00
Ayer, .	2	18	11	10	108 76	37 94	102	9-5	-	1	2	45	Taxation.	10	1,100 00
Bedford, .	-	10	6	4	-	43 71	61-5	9-10	-	1	2	30	Taxation.	9-10	542 40
Belmont, .	2	24	5	5	150 00	63 75	137-4	9-16	-	1	4	72	Taxation.	9-16	1,500 00
Billerica, .	2	22	9	3	74 00	42 00	129-5	9-5	-	1	2	52	Not by tax	9-16	880 00
Boxborough, .	-	7	3	3	-	40 00	34	8-10	-	-	-	-	-	-	-
Burlington, .	-	7	3	3	-	35 44	34	8-10	-	-	-	-	-	-	-
Cambridge, .	26	388	263	227	181 14	63 45	2,960	10	-	2	39	1,171	Taxation.	{ 10	3,000 00
Carleton, .	-	4	1	-	-	38 48	25-8	8-7	-	-	-	-	-	-	756 00
Chelmsford, .	2	27	2	9	84 00	36 72	154-2	7-14	-	2	2	86	Taxation.	{ 8-15	786 00
Concord, .	1	27	4	4	200 00	57 25	152-5	9-13	-	1	6	193	Taxation.	{ 9-16	2,000 00
Dracut, .	-	20	12	11	-	43 07	119-13	9-4	-	-	-	-	-	-	-
Dunstable, .	-	2	2	2	-	40 00	17-18	8-19	-	-	-	-	-	-	-
Everett, .	9	104	18	52	132 00	53 50	878-6	9-10	-	1	10	392	Taxation.	9-10	2,100 00
Framingham, .	4	60	42	38	153 33	46 43	416-14	8-13	-	1	7	260	Taxation.	9-6	2,000 00
Groton, .	2	18	4	3	86 00	40 00	123-16	8-16	-	1	2	78	Taxation.	9-10	1,800 00
Holliston, .	1	15	5	3	100 00	43 14	118	9-11	-	1	3	87	Taxation.	10	1,000 00
Hopkinton, .	3	16	7	2	76 66	40 80	163	9-11	-	1	3	83	Taxation.	10	960 00
Hudson, .	2	25	8	6	115 80	41 00	173-10	9-3	-	1	4	109	Taxation.	10	1,263 20
Lexington, .	1	24	7	3	190 00	53 05	151-4	9-9	-	1	4	78	Taxation.	9-14	1,900 00
Lincoln, .	1	8	2	2	89 48	45 86	47-10	9-10	-	-	-	-	-	-	-
Littleton, .	2	10	3	2	78 46	43 05	64-3	9-3	-	1	2	60	Taxation.	10	900 00

SCHOOL RETURNS.

xli

	22	310	26	41	162 83	56 10	2,400	9-4	1	24	1,072	Taxation.	9-8
Lowell, . .	17	180	64	60	141 25	69 88	1,298-16	9-14	1	20	607	Taxation.	9-14
Malden, . .	2	74	11	9	145 66	63 62	689	9-10	1	11	334	Taxation.	10
Marlborough, .	1	17	11	4	112 80	44 28	126-5	9-10	1	3	40	Taxation.	9-15
Maynard, . .	13	87	34	32	130 83	57 30	674-19	9-2	1	20	649	Taxation.	9-17
Medford, . .	12	67	41	18	108 33	52 39	581-8	8-11	1	10	233	Taxation.	9-5
Melrose, . .	6	64	26	16	120 12	47 66	336-10	9-2	1	9	264	Taxation.	9-16
Nauck, . .	16	143	75	65	200 00	67 77	1,070	10	1	21	626	Taxation.	10
Newton, . .	5	5	3	3	-	48 00	34-10	8-10	1	1	31	Taxation.	8-10
North Reading, .	2	21	11	9	65 00	38 14	164	9-2	1	3	84	Taxation.	10
Pepperell, . .	1	30	10	9	170 00	48 80	200-15	9-9	1	6	157	Taxation.	9-4
Reading, . .	1	7	4	3	80 00	35 75	43-15	8-15	1	2	26	Part tax.	9-5
Sherborn, . .	3	10	11	9	44 00	39 60	63	9	1	2	26	Part tax.	9-5
Shirley, . .									-	-	-	-	-
Somerville, . .	24	219	113	90	169 17	64 63	1,999-9	9-10	2	32	922	Taxation.	9-12
Stoneham, . .	1	34	8	6	170 00	44 29	232-17	8-19	1	4	130	Taxation.	9-12
Stow, . .	2	5	1	1	85 75	36 00	64	9	1	4	20	Part tax.	9-8
Sudbury, . .	2	10	3	3	100 00	43 47	57-4	8-3	1	2	30	Taxation.	9
Tewksbury, . .	-	17	10	10	-	43 62	105-4	8-15	1	2	44	Taxation.	8-12
Townsend, . .	-	15	6	4	-	37 72	82	9-10	1	2	50	Taxation.	9-17
Tyngsborough, .	-	5	3	3	-	43 65	34-17	8-14	1	1	7	Part tax.	10
Wakefield, . .	1	69	11	9	192 50	48 67	352-3	9-10	1	11	246	Taxation.	8-15
Waltham, . .	9	85	37	34	156 00	59 84	574-2	9-5	1	17	285	Taxation.	9-15
Watertown, . .	3	32	10	8	163 33	55 83	237-15	9-10	1	5	87	Taxation.	9-10
Wayland, . .	1	21	6	5	90 00	39 80	125-7	9-13	1	2	39	Taxation.	9-13
Westford, . .	1	16	5	3	141 67	37 25	129-12	8-2	1	2	42	Taxation.	9-16
Weston, . .	1	8	3	3	164 82	52 57	64-15	9-5	1	3	50	Taxation.	9-5
Wilmington, . .	1	8	3	2	84 60	40 88	80	8-17	1	1	35	Taxation.	10
Winchester, . .	7	49	4	13	84 29	47 35	266	9-10	1	8	304	Taxation.	9-11
Woburn, . .	5	66	2	6	118 00	52 91	546	9-15	1	10	273	Taxation.	9-15
Totals, . .	219	2,689	992	892	\$144 00	\$55 31	18,970-8	9-6	50	829	9,580	-	9-11
													\$75,766 60

† Westford Academy.

† United with Sawin Academy.

* Howe Incorporated Academy.

BOARD OF EDUCATION.

MIDDLESEX COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for schools — wages of teachers, transportation, fuel, care of fires 1898-99.	Expense for transportation, included also in the preceding column.	Expense of supervision, including clerical aid, by school committee.	Salary of superintendent or town's share of it.	Expense of books, stationery and school supplies.	Sandries (reports, censuses, etc.).	Amount expended for new schoolhouses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Acton,	\$5,630 00	\$630 00	\$106 85	\$225 00	\$471 02	\$25 00	\$25,500 00	\$402 62	\$481 29	\$7,340 78
Arlington,	30,292 08	24 48	-	-	1,949 37	1,451 57	-	1,400 00	505 46	61,098 48
Asby,	2,043 85	429 34	-	300 00	225 07	18 00	-	-	80 23	2,677 15
Ashland,	6,987 75	1,028 00	65 00	300 00	521 38	121 87	-	-	100 00	7,996 00
Ayer,	5,800 00	-	-	340 00	820 70	-	-	287 73	295 75	7,644 23
Bedford,	3,991 20	893 00	-	207 50	299 53	137 77	-	-	-	4,636 00
Belmont,	12,863 40	-	-	1,000 00	1,311 77	899 77	27,703 15	87 71	171 05	44,036 85
Billerica,	7,627 38	114 00	180 00	620 84	802 48	190 81	-	294 04	205 07	9,720 62
Boxborough,	850 00	-	50 00	50 00	91 32	16 90	8,051 90	-	20 00	1,011 32
Burlington,	1,500 00	-	50 00	103 75	162 45	4,641 47	171,342 72	2,782 38	45 90	9,930 90
Cambridge,	309,533 99	-	3,700 00	3,000 00	17,995 07	-	-	-	11,663 80	524,661 13
Carlisle,	1,000 00	435 00	-	187 50	46 50	-	-	925 50	197 86	2,359 36
Chelmsford,	8,536 97	568 80	55 10	450 00	825 74	285 52	1,632 00	801 20	191 30	12,267 83
Concord,	18,068 65	2,049 00	78 50	600 00	1,468 62	1,867 97	-	-	570 22	22,551 86
Dracut,	8,292 12	380 00	-	220 00	639 88	268 97	12,111 66	-	167 40	21,690 03
Dunstable,	1,044 06	729 00	20 00	112 50	83 17	114 93	-	114 63	74 43	1,663 92
Everett,	77,448 68	-	380 00	2,350 00	4,984 97	4,269 23	35,988 35	4,527 20	4,968 92	134,824 63
Frammingham,	38,570 35	2,700 00	-	2,000 00	3,299 88	1,174 33	6,476 18	-	2,168 04	58,678 78
Groton,	16 20	15 20	178 88	-	877 82	352 41	-	140 57	97 37	8,997 03
Holliston,	9,161 52	-	95 00	738 50	712 13	280 46	-	-	-	10,977 61
Hopkinton,	9,089 00	859 76	-	450 00	655 00	-	-	-	256 00	10,460 00
Hudson,	15,123 71	647 50	160 00	1,500 00	1,998 65	330 55	-	-	-	20,261 91
Lexington,	16,681 13	2,313 00	300 00	-	980 03	683 35	-	1,314 77	416 22	20,355 50
Lincoln,	4,861 74	718 25	-	207 51	244 97	129 06	-	-	119 32	5,862 59
Littleton,	4,028 00	628 00	-	166 70	289 92	11 75	-	-	214 67	4,711 04
Lowell,	201,148 57	40 00	400 00	3,000 00	14,492 67	31,437 02	61,143 21	-	21,610 16	388,231 63

SCHOOL RETURNS.

xliii

Malden,	129,463 00	-	850 00	2,500 00	6,898 00	12,783 00	40,698 00	2,853 00	8,455 00	203,970 00
Marlborough,	45,516 39	923 21	650 00	2,000 00	4,964 84	1,817 28	43,757 11	-	1,404 15	100,039 77
Maynard,	8,016 51	-	225 00	-	959 99	126 46	3,000 00	-	505 56	12,833 52
Medford,	77,997 72	600 00	600 00	2,500 00	5,998 21	4,376 08	65,000 00	12,500 00	3,413 31	172,435 32
Melrose,	51,677 00	-	70 00	2,000 00	5,118 95	1,763 15	56,174 90	2,590 69	1,819 11	123,213 80
Natick,	29,200 56	-	-	1,600 00	2,130 43	1,315 22	-	1,086 31	1,579 63	36,812 15
Newton,	147,707 38	338 34	700 00	3,400 00	10,594 01	4,054 75	217,974 00	9,320 48	925 62	395,046 15
North Reading,	2,580 00	882 00	56 00	105 00	297 03	60 33	-	378 29	230 41	3,707 09
Pepperell,	11,199 00	700 00	-	400 00	1,016 69	367 81	11,259 95	583 90	574 00	25,400 35
Reading,	16,804 48	-	-	900 00	963 11	1,048 98	3,636 80	1,013 13	471 23	24,737 73
Sherborn,	3,083 46	1,135 00	67 50	75 00	156 94	11 99	-	-	73 80	3,468 60
Shirley,	3,320 00	15 75	105 00	300 00	304 55	86 90	-	-	119 74	4,736 22
Somerville,	213,778 08	-	650 00	3,000 00	13,830 27	2,205 32	49,983 00	6,730 00	14,543 82	301,720 49
Stoneham,	18,204 60	-	125 00	1,000 00	1,630 11	618 38	-	-	-	21,578 09
Stow,	1,600 00	-	-	100 00	246 91	35 00	4,681 37	30 00	46 67	6,639 96
Sudbury,	5,926 82	1,853 75	87 08	135 00	440 23	63 73	-	946 55	50 87	7,655 38
Tewksbury,	6,578 00	576 00	150 00	420 00	491 85	253 47	4,816 45	90 17	354 30	12,152 24
Townsend,	4,874 19	542 00	31 77	450 00	362 72	14 65	-	-	137 08	5,870 41
Tyngsborough,	2,371 75	978 00	-	105 00	176 38	50 46	-	-	-	2,703 59
Wakefield,	28,905 09	-	450 00	1,500 00	2,430 09	1,027 96	8,000 00	473 51	465 15	42,800 80
Waltham,	68,423 14	1,022 00	-	2,050 00	3,218 62	1,365 24	-	971 03	2,447 72	79,924 75
Watertown,	28,913 74	-	300 00	1,500 00	2,302 30	-	-	500 00	3,899 25	37,420 29
Wayland,	9,308 06	1,569 77	122 00	326 50	629 22	58 47	-	-	169 21	10,611 46
Westford,	7,100 00	-	65 00	282 56	710 00	13 65	-	400 00	326 16	8,897 37
Weston,	10,603 08	2,847 00	450 00	-	714 06	299 34	1,683 98	1,329 80	298 92	13,695 20
Wilmington,	4,701 91	-	150 00	-	510 88	74 99	-	268 00	76 14	7,177 93
Winchester,	25,539 83	634 50	-	1,200 00	2,200 39	978 79	-	-	1,153 96	31,345 97
Woburn,	45,600 64	66 00	506 80	2,000 00	2,470 40	2,494 97	-	1,845 73	-	54,908 54
Totals,	\$1,870,795 57	\$29,788 64	\$12,229 46	\$48,078 96	\$127,387 60	\$86,069 98	\$860,244 73	\$55,487 94	\$88,336 20	\$3,149,630 34

BOARD OF EDUCATION.

MIDDLESEX COUNTY — CONCLUDED.

TOWNS.	Amount of voluntary contributions for public schools.	Amount of local funds, the income of which can be appropriated only for the support of public or private schools.	Income of local funds.	Income of surplus revenues and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 20, 1899.	How much of said fund was used for apparatus and books of reference.
					No. of academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of private schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Acton,	\$300 50	\$30,404 19	\$1,214 82	\$213 75	1	1	-	2	207	\$2,000 00	\$294 44	-
Arlington,	-	-	-	-	-	-	-	-	-	-	455 55	-
Ashby,	-	-	-	-	-	-	-	-	-	-	294 44	-
Ashland,	-	-	-	200 07	-	-	-	-	-	-	255 55	-
Ayer,	-	-	-	-	-	-	-	-	-	-	255 55	-
Bedford,	50 00	-	-	-	-	-	-	-	-	-	-	-
Belmont,	370 00	-	-	-	-	-	-	-	-	-	-	-
Billerica,	-	28,000 00*	1,800 00*	294 12	-	-	-	1	40	16,000 00	359 24	-
Boxborough,	-	-	-	76 38	-	-	-	-	-	-	455 55	-
Burlington,	8 00	10,000 00	683 27	1,591 00	-	-	-	16	2,637	47,410 00	339 63	-
Cambridge,	-	500 00	30 00	-	-	-	-	-	-	-	300 00	-
Carlisle,	-	-	-	470 25	-	-	-	-	-	-	344 43	-
Chelmsford,	-	6,300 00	596 83	-	-	-	-	2	31	6,000 00	309 24	-
Concord,	-	3,000 00	121 20	330 60	-	-	-	-	-	-	494 43	-
Dracut,	-	-	-	-	-	-	-	-	-	-	-	-
Dunstable,	-	-	-	-	-	-	-	-	-	-	-	-
Everett,	-	1,258 94	75 54	1,399 18	-	-	-	2	55	2,500 00	-	-
Frammingham,	-	660 00	26 00	-	-	-	-	-	-	-	-	-
Groton,	-	25,000 00*	1,000 00*	-	2	137	\$52,200 00	-	-	-	309 24	\$73 05
Holliston,	-	-	-	-	-	-	-	-	-	-	255 55	-
Hopkinton,	-	-	-	-	-	-	-	-	-	-	294 43	-
Hudson,	-	5,836 00	360 16	426 98	-	-	-	1	40	1,200 00	305 55	-
Lexington,	137 00	-	-	264 67	-	-	-	3	45	1,000 00	229 63	-
Lincoln,	-	1,209 21	45 04	-	-	-	-	-	-	-	459 24	-
Littleton,	-	3,500 00	210 00	181 83	-	-	-	-	-	-	-	-

SCHOOL RETURNS.

xlv

Lowell,	-	-	-	-	2	192	12,000 00	10	5,378	10,000 00	-	-
Malden,	-	-	-	-	1	235	2,000 00	5	1,500	2,100 00	-	-
Marlborough,	1,000 00	2,600 00	224 03	-	-	-	-	-	278	300 00	244 43	-
Maynard,	900 00	-	-	-	-	-	-	-	4	-	-	-
Medford,	-	-	-	-	-	-	-	-	18	-	-	-
Melrose,	-	-	-	-	-	-	-	-	36	10,000 00	-	-
Natick,	-	-	-	-	-	-	-	-	868	22,357 00	-	-
Newton,	-	-	-	2,554 74	3	292	23,000 00	6	-	-	459 24	-
North Reading,	-	-	-	-	-	-	-	-	-	-	309 24	-
Pepperell,	-	-	-	-	-	-	-	-	-	-	-	-
Reading,	350 00	-	-	-	-	-	-	-	-	-	-	-
Sherborn,	-	19,620 38*	1,119 76*	-	1	26	-	1	2	27 00	394 43	-
Shirley,	-	11,040 00	426 64	-	-	-	-	-	-	-	394 43	-
Somerville,	-	-	-	-	-	-	-	2	1,454	-	-	-
Stonham,	-	-	-	-	-	-	-	1	10	75 00	-	-
Stow,	-	15,165 00	1,112 07	125 40	-	-	-	-	-	-	355 55	-
Sudbury,	-	1,151 00	46 04	208 91	-	-	-	-	-	-	369 24	-
Tewksbury,	-	3,000 00	164 00	-	-	-	-	-	-	-	294 43	-
Townsend,	-	-	-	-	-	-	-	-	-	-	294 43	-
Tyngsborough,	-	2,222 23	102 14	-	-	-	-	-	-	-	559 24	-
Wakefield,	-	-	-	-	-	-	-	-	-	-	-	-
Walham,	-	-	-	-	1	45	2,000 00	4	1,240	325 00	-	-
Watertown,	-	-	-	-	-	-	-	1	400	2,400 00	-	-
Wayland,	-	200 00	12 00	74 39	-	-	-	-	-	-	294 43	-
Westford,	-	82,656 59*	1,802 00*	-	1	42	1,604 00	-	-	-	359 24	-
Weston,	-	-	-	-	-	-	-	-	-	-	-	-
Wilmington,	-	-	-	148 03	-	-	-	-	-	-	-	-
Winchester,	-	-	-	46 00	-	-	-	2	40	1,500 00	294 43	-
Woburn,	-	-	-	-	1	477	-	1	359	-	-	-
Totals,	\$3,115 50	\$205,313 53	\$11,160 53	\$8,740 79	12	1,446	\$122,804 00	64	14,542	\$125,194 00	\$10,414 43	\$239 72

* Private schools.

NANTUCKET COUNTY.

TOWNS.	Population—State Census, 1880.	Valuation—1896	No. of public schools.	No. of persons in town May 1, 1898, between 5 and 15 years of age.	No. of persons in town May 1, 1898, between 16 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the schools.	Average attendance in all the public schools during the school year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the public schools.
Nantucket.	3,016	\$3,362,996	10	363	204	398	1	98	203	356	335	.94	12

NORFOLK COUNTY.

Avon.	1,626	\$819,435	7	269	166	322	1	28	181	276	250	.91	8
Bellingham.	1,481	749,570	8	197	116	304	2	16	194	246	228	.92	8
Brantree.	6,311	4,557,426	27	963	575	1,213	79	48	585	1,024	964	.93	35
Brookline.	16,164	66,627,000	77	2,803	1,330	3,612	220	422	1,663	3,099	2,777	.90	115
Canton.	4,636	3,927,058	18	784	470	711	6	59	271	568	533	.94	21
Chatham.	2,474	4,797,620	11	387	226	533	—	47	249	436	398	.91	14
Dedham.	6,188	8,268,373	37	1,241	767	1,647	19	241	841	1,287	1,192	.93	43
Dover.	668	824,374	4	112	65	148	—	10	88	92	84	.91	4
Foxborough.	3,219	2,018,008	15	619	308	665	4	63	359	521	486	.93	17
Franklin.	2,136	2,927,695	15	744	433	726	—	130	350	565	652	.91	12
Holbrook.	2,298	1,172,959	12	447	250	508	1	38	317	435	397	.91	13
Hyde Park.	11,823	9,966,615	46	2,086	1,615	1,935	2	236	1,064	1,586	1,471	.93	52
Medfield.	1,872	1,311,668	8	201	135	300	—	46	145	238	219	.92	8
Medway.	2,913	1,362,335	16	459	277	634	18	50	317	496	465	.94	17
Mills.	1,006	763,415	5	197	141	256	1	29	168	190	174	.91	6
Milton.	6,618	19,722,490	38	1,086	769	1,341	103	129	606	1,080	991	.92	61
Needham.	3,611	3,296,700	21	660	304	585	—	92	452	663	612	.92	23
Norfolk.	582	530,331	4	123	102	155	—	16	94	126	115	.92	5

SCHOOL RETURNS.

xlvii

[illegible]

NANTUCKET COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended normal schools.	No. of teachers who have graduated from normal schools.	Average wages per month of male teachers in public schools.	Average wages per month of female teachers in public schools.	Aggregate of months all the public schools have been kept during the school year.	Average No. of months the public schools have been kept for the entire year.	No. of schools kept less than the time required by law.	HIGH SCHOOLS.					Salary of principal.
										No. of high schools.	No. of teachers.	No. of pupils.	How supported.	Months.	
														Days.	
Nantucket, . . .	1	13	2	2	\$120 00	\$33 86	100	10	-	1	3	113	Taxation.	10	\$1,200 00

NORFOLK COUNTY — CONTINUED.

Avon, . . .	1	7	6	5	\$92 88	\$37 71	63	9	-	1	2	39	Taxation.	9	\$835 92
Bellingham, . . .	2	11	3	1	106 00	38 50	71	8-18	-	1	1	24	Taxation.	10	400 00
Brainree, . . .	3	34	19	3	118 75	53 61	260-11	9-13	-	1	1	116	Taxation.	9-18	1,200 00
Brookline, . . .	3	106	43	26	118 75	70 21	762-6	9-18	-	1	4	363	Taxation.	10	3,600 00
Canton, . . .	3	22	6	5	116 00	48 13	180	10	-	1	3	60	Taxation.	10	1,600 00
Cohasset, . . .	2	14	4	4	110 00	42 33	88	10	-	1	7	94	Taxation.	9-8	1,700 00
Dedham, . . .	5	38	21	20	131 25	57 91	338	9-8	-	1	1	197	Taxation.	9-8	2,000 00
Dorset, . . .	5	6	3	1	-	37 06	37-2	9-5	-	1	1	15	Taxation.	9-5	418 00
Foxborough, . . .	2	18	13	12	95 79	43 41	136	9-2	-	1	3	78	Taxation.	9-10	1,319 83
Franklin, . . .	5	20	8	5	54 00	44 20	140	9-6	-	1	6	149	Taxation.	9-14	800 00
Holbrook, . . .	5	19	8	7	120 00	38 45	110-1	9-3	-	1	2	58	Taxation.	9-15	1,200 00
Hyde Park, . . .	8	44	13	9	130 00	49 60	448-10	9-15	-	1	8	200	Taxation.	9-15	2,000 00
Medfield, . . .	1	7	6	4	111 11	42 14	71-15	8-9	-	1	1	37	Taxation.	10	1,000 00
Medway, . . .	3	19	8	8	70 00	39 33	145	9-1	-	1	2	69	Taxation.	10	1,000 00
Milford, . . .	1	5	5	3	91 79	38 20	42-8	8-10	-	1	2	16	Taxation.	8-12	800 00
Milton, . . .	4	47	36	34	155 00	64 93	355-3	9-7	-	1	8	140	Taxation.	9-7	2,100 00
Needham, . . .	3	24	7	4	100 00	46 24	186	9-6	-	1	3	97	Taxation.	9-16	1,237 50
Norfolk, . . .	2	3	-	-	44 00	37 33	34	8-10	-	1	1	6	Taxation.	9	432 00

SCHOOL RETURNS.

xlix

Norwood,	.	2	24	20	15	127 50	49 00	195	9-15	-	1	4	84	Taxation.	9-15	1,250 00
Quincy,	.	13	116	50	44	135 75	50 12	1,053-16	9-17	-	1	11	405	Taxation.	9-16	2,200 00
Randolph,	.	3	15	3	3	119 71	43 00	157-15	9-5	-	1	3	107	Part tax.	9-10	1,400 00
Sharon,	.	1	13	7	3	80 00	37 75	77	9-3	-	1	1	44	Taxation.	9-15	1,800 00
Stoughton,	.	1	24	6	6	140 00	43 00	163	9	-	1	3	70	Taxation.	10	1,400 00
Walpole,	.	3	23	9	6	88 50	41 26	146-6	9-15	-	1	3	84	Taxation.	10	1,300 00
Wellesley,	.	1	21	12	10	200 00	65 36	165-16	9-2	-	1	3	81	Taxation.	9-19	2,000 00
Westwood,	.	-	5	3	3	-	55 00	50	10	-	-	-	-	-	-	-
Weymouth,	.	12	55	15	14	80 30	48 00	499-10	9-10	-	2	8	270	Taxation.	{ 9-10 9-10 9-10	1,400 00 1,300 00 700 00
Wrentham,	.	3	21	8	5	80 00	38 00	149-17	9-7	-	2	4	96	Taxation.	9-10	760 00
Totals,	.	90	760	342	284	\$112 78	\$51 66	6,136-16	9-7	-	29	113	3,038	-	9-12	\$38,013 35

BOARD OF EDUCATION.

NANTUCKET COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes 1898-99.	Expense for transportation, included also in the preceding column.	Expense of supervision by school committee, including clerical aid.	Salary of superintendent or town's share of it.	Expense of books, stationery and school supplies.	Gardens (reports, censuses, etc.).	Amount expended for new schoolhouses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Nantucket,	\$5,775 02	-	\$100 00	-	\$581 79	\$507 59	-	-	\$304 72	\$7,269 12

NORFOLK COUNTY — CONTINUED.

Avon,	\$3,382 99	\$542 00	\$183 36	\$280 00	\$386 01	\$144 76	-	\$210 00	\$189 88	\$5,087 00
Bellingham,	3,618 30	-	12 75	1,348 02	289 66	103 82	\$557 50	35 56	108 47	6,186 06
Brantree,	17,861 64	-	56 00	1,348 02	1,831 31	354 34	-	285 94	867 93	22,615 18
Brookline,	106,712 85	1,027 00	2,230 00	4,000 00	6,398 47	4,926 89	30,551 40	1,264 47	1,487 45	167,061 53
Canton,	14,530 00	300 00	25 00	1,000 00	1,400 00	-	-	-	700 00	17,635 00
Cohasset,	11,511 81	1,929 31	75 00	660 00	597 70	209 26	3,000 00	-	571 71	16,635 48
Dedham,	31,166 08	-	-	2,100 00	2,625 42	2,556 84	-	-	1,864 17	40,425 51
Dover,	2,243 97	343 00	25 00	89 00	187 26	46 11	-	-	52 60	2,642 94
Foxborough,	9,100 00	1,376 00	166 00	220 00	877 79	429 47	-	-	299 85	11,092 11
Franklin,	11,594 25	-	50 00	1,000 00	974 33	374 67	-	-	564 01	14,557 26
Holbrook,	7,071 79	-	140 00	1,581 00	473 92	238 03	-	-	100 00	8,023 74
Hyde Park,	38,838 55	-	200 00	-	4,091 54	2,693 21	-	-	2,601 44	50,005 74
Medfield,	4,366 85	-	155 00	-	401 06	108 69	-	347 88	-	5,379 50
Medway,	7,200 00	231 83	160 00	511 28	918 90	163 91	-	438 21	172 19	9,649 49
Millis,	3,201 05	331 80	60 00	100 00	296 82	162 95	-	52 00	43 91	3,945 73
Milton,	47,000 00	3,600 00	100 00	2,500 00	3,773 33	4,538 25	-	16,500 00	2,034 89	76,846 47
Needham,	12,796 38	-	280 00	800 00	1,124 68	382 70	33,000 00	3,786 37	504 37	52,673 40
Norfolk,	2,260 00	711 86	124 00	-	284 81	-	-	-	21 00	2,679 81

SCHOOL RETURNS.

li

Norwood, .	17,699 51	-	878 85	-	300 00	1,300 00	2,359 71	50 00	20,000 00	2,000 00	49 50	43,458 72
Quincy, .	84,650 00	878 85	73 50	335 00	2,500 00	2,500 00	5,630 00	1,919 94	34,280 00	560 00	2,712 53	132,542 47
Randolph, .	10,422 96	-	-	25 00	180 00	1,319 23	400 00	20 00	-	-	42 84	12,140 03
Sharon, .	4,000 00	-	-	351 89	410 00	1,668 37	1,018 01	651 19	2,000 00	1,110 25	289 36	8,101 82
Stoughton, .	12,402 59	1,151 70	-	-	225 00	1,018 01	1,668 37	186 60	-	-	378 10	15,981 64
Walpole, .	10,500 00	-	-	-	1,500 00	2,132 86	1,260 21	186 60	-	127 60	332 39	12,889 60
Wellesley, .	18,500 00	692 00	-	150 00	1,640 00	3,339 57	1,260 21	137 05	-	500 00	1,314 05	25,207 11
Westwood, .	4,946 98	1,669 75	-	270 83	1,640 00	3,278 78	1,274 75	137 05	-	296 83	113 03	5,982 41
Weymouth, .	37,946 42	456 00	-	160 00	450 00	645 40	1,274 75	22 50	-	250 00	2,226 14	46,586 92
Wrentham, .	8,456 00	-	-	-	-	-	-	-	12,975 00	-	630 30	23,329 20
Totals, .	\$544,539 92	\$15,213 60	\$5,573 33	\$24,394 30	\$45,706 94	\$23,552 35	\$136,363 90	\$27,759 11	\$20,262 01	\$828,451 86		

NANTUCKET COUNTY — CONCLUDED.

TOWNS.	Amount of voluntary contributions for public schools.	Amount of local funds, the income of which can be appropriated only for the support of public or private schools.	Income of local funds.	Income of surplus revenues and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 30, 1899.	How much of said fund was used for apparatus and books of reference.
					No. of academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of private schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Nantucket,	-	\$37,000 00*	\$2,000 00*	\$284 00	1	-	-	1	-	-	-	-

NORFOLK COUNTY — CONCLUDED.

Avon,	\$87 00	{	-	-	-	-	-	-	-	-	\$394 44	-
Bellingham,	100 00	\$5,000 00	\$350 00	\$246 78	1	108	\$750 00	1	9	\$540 00	459 24	-
Braintree,	1,085 00	10,000 00*	400 00*	656 19	-	-	-	-	63	5,635 00	-	-
Brookline,	466 00	-	-	2,415 21	-	-	-	2	312	4,600 00	-	-
Canton,	-	-	-	531 64	-	-	-	1	8	600 00	-	-
Chelsea,	-	1,000 00	40 40	223 83	-	-	-	1	10	600 00	-	-
Dedham,	-	-	-	171 09	-	-	-	-	-	-	394 43	-
Dorchester,	-	-	-	501 09	-	-	-	-	-	-	294 43	-
Dorchester,	-	-	-	580 15	1	134	4,644 25	1	251	-	294 43	-
Franklin,	-	92,000 00*	-	-	-	-	-	-	-	1,000 00	-	\$100 00
Holbrook,	-	-	-	-	-	-	-	-	-	-	-	-
Hyde Park,	-	2,760 20	165 61	-	-	-	-	2	20	-	255 65	-
Medfield,	-	-	-	-	-	-	-	-	-	-	294 43	-
Medway,	-	-	-	-	-	-	-	-	-	-	394 43	-
Mills,	76 00	-	-	-	-	-	-	-	-	-	-	-
Milton,	5,200 00	9,000 00*	415 00*	-	1	124	19,560 00	2	29	2,000 00	-	-
Norfolk,	-	-	-	144 00	-	-	-	-	-	-	394 43	-

SCHOOL RETURNS.

liii

Norwood,
----------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

♦ **Private schools.**

BOARD OF EDUCATION.

PLYMOUTH COUNTY.

TOWNS.	Population—State Census, 1880.	Valuation—1880.	No. of public schools.	No. of persons in town May 1, 1880, between 5 and 15 years of age.	No. of persons in town 8 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 5 and 14 years of age.	Average membership of all the schools.	Average attendance in all the public schools during the school year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the public schools.
Abington,	4,207	\$2,331,964	18	707	605	867	12	103	469	704	664	.94	23
Bridgewater,	4,686	2,386,965	21	616	429	862	66	97	413	672	631	.94	27
Brockton,	33,166	26,065,853	162	6,231	3,300	6,917	—	964	3,848	5,935	5,623	.93	162
Carver, .	1,018	843,940	7	170	112	214	3	23	107	161	149	.93	7
Duxbury,	1,866	1,662,667	10	237	142	288	2	48	168	260	228	.91	11
East Bridgewater,	2,894	1,418,560	13	489	301	573	6	45	330	471	448	.96	15
Hallifax,	497	370,060	3	86	66	89	6	7	65	67	61	.90	3
Hanover,	2,051	1,203,995	9	288	178	381	1	31	249	324	299	.92	10
Hanson,	1,880	4,672,188	8	207	123	228	4	5	188	183	162	.89	8
Hingham,	4,819	4,021,782	22	642	411	927	8	96	426	711	661	.92	22
Hull, .	1,044	3,799,539	4	156	98	152	—	—	96	136	126	.92	4
Kington,	1,746	1,389,235	9	300	192	396	10	39	226	319	295	.92	12
Lakerville,	870	459,803	6	153	82	146	2	7	75	110	92	.83	6
Marion, .	759	1,041,780	6	151	103	159	—	8	103	115	105	.91	6
Marshfield,	1,760	1,363,380	11	245	141	309	—	39	183	216	202	.93	12
Mattapoisett,	1,032	1,480,066	6	132	78	139	—	11	87	130	120	.92	6
Middleborough,	6,689	3,758,098	28	1,021	611	1,262	—	129	606	1,024	960	.92	33
Norwell,	1,540	860,457	9	213	130	282	4	30	146	224	210	.89	10
Pembroke,	1,223	631,455	8	181	101	212	1	16	124	180	160	.89	7
Plymouth,	7,957	6,942,225	39	1,374	893	1,727	19	146	890	1,421	1,324	.93	46
Plympton,	549	316,538	3	58	39	73	—	1	40	61	44	.88	3
Rochester,	1,021	469,311	6	164	120	196	—	12	120	138	114	.82	6
Rockland,	5,523	2,966,226	24	957	542	1,204	—	121	562	1,067	1,003	.94	28
Sctuate,	2,246	2,629,226	11	385	240	424	1	49	251	360	335	.93	13
Wareham,	3,367	2,154,968	22	537	456	630	7	52	446	508	468	.92	22

SCHOOL RETURNS.

14

West Bridgewater,	.	.	.	1,747	1,231,775	9	291	163	330	1	4	196	281	242	.92	10
Whitman,	.	.	.	6,744	3,606,776	21	920	609	1,289	3	146	667	1,051	1,003	.96	80
Totals,	.	.	.	101,498	\$75,861,862	485	16,961	10,166	20,316	162	2,232	11,063	16,798	15,619	.93	542

SUFFOLK COUNTY.

Boston, .	.	.	.	496,920	\$1,036,098,418	1,552	83,097	48,912	85,320	1,978	8,172	40,700	75,070	67,557	.90	1,786
Chelsea,	.	.	.	31,264	23,292,408	93	5,966	3,649	5,482	-	551	3,055	4,792	4,425	.92	116
Revere, .	.	.	.	7,423	9,955,025	48	1,970	1,011	2,281	136	62	1,098	1,902	1,701	.94	60
Winthrop,	.	.	.	1,192	6,376,460	22	837	479	1,018	-	114	566	840	779	.93	26
Totals,	.	.	.	639,799	\$1,075,723,301	1,715	91,870	53,961	94,201	2,114	8,889	45,416	82,604	74,462	.90	1,978

BOARD OF EDUCATION.

PLYMOUTH COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended normal schools.	No. of teachers who have graduated from normal schools.	Average wages per month of male teachers in public schools.	Average wages per month of female teachers in public schools.	Aggregate of months all the public schools have been kept during the school year.	Average No. of months the public schools the entire year.	No. of schools kept less than the time required by law.	No. of high schools.	No. of teachers.	No. of pupils.	How supported.	Length.	Salary of principal.
Abington,	2	23	18	17	\$107 00	\$53 52	164-10	9-3	-	1	4	89	Taxation.	9-10	\$1,340 00
Bridgeport,	2	35	32	32	150 00	63 95	188-13	9	-	1	5	73	Taxation.	9	1,500 00
Brockton,	15	164	92	71	145 83	56 78	1,320	10	-	1	20	629	Taxation.	10	2,000 00
Carver,	2	6	3	2	48 00	24 66	68-5	8-7	-	1	1	31	Taxation.	8-5	485 00
Duxbury,	2	10	2	2	80 00	36 22	88-5	8-15	-	1	2	58	Part tax.	10	1,000 00
East Bridgewater,	1	21	6	4	110 00	42 89	111-3	8-11	-	1	2	38	Taxation.	9-10	1,000 00
Halifax,	1	4	1	1	48 16	37 69	24-7	8-2	-	1	2	-	Taxation.	-	900 00
Hanover,	1	11	2	1	90 00	36 74	86-3	9-10	-	1	2	73	Taxation.	9-15	900 00
Hanson,	3	9	4	3	-	37 00	69	8-13	-	1	5	141	Taxation.	10	1,600 00
Hingham,	3	23	6	6	120 00	44 73	211	9-11	-	1	2	61	Taxation.	10	1,000 00
Hull,	1	14	7	7	72 50	48 00	40	10	-	1	2	-	Taxation.	-	-
Kingston,	1	11	4	1	100 00	40 60	82-15	9-4	-	1	2	-	Taxation.	-	-
Lakeville,	1	14	7	4	-	31 02	54	9	-	1	-	-	Taxation.	-	-
Marton,	2	7	1	1	-	36 00	54	9	-	1	2	38	Taxation.	9	799 98
Marshfield,	2	15	4	4	71 38	35 65	99	9	-	1	1	37	Part tax.	9-15	743 16
Mattapoisett,	2	37	2	-	78 38	46 93	51-10	9-18	-	1	1	159	Taxation.	9-12	1,700 00
Middleborough,	2	36	11	-	139 03	40 38	252-19	9-1	-	1	2	46	Taxation.	9-10	900 00
Norwell,	2	14	1	-	90 58	34 61	86-10	9-10	-	1	1	30	Taxation.	9-5	462 60
Pembroke,	3	8	1	-	50 00	32 36	66-11	9-3	-	1	1	145	Taxation.	9-17	1,500 00
Plymouth,	2	69	17	13	100 00	37 64	376-3	9-12	-	1	7	-	Taxation.	-	-
Plympton,	2	4	-	-	35 00	26-2	28-2	8-14	-	1	-	-	Taxation.	-	-
Rochester,	2	10	6	4	35 00	36 33	52-3	10	-	1	4	159	Taxation.	10	1,340 00
Rockland,	6	28	12	10	78 75	44 60	240	9	-	1	2	77	Taxation.	10	1,000 00
Setaune,	1	13	2	2	100 00	37 62	100	8-1	-	1	2	67	Taxation.	9-10	1,000 00
Wareham,	2	24	6	3	77 53	31 45	169-10	8-1	-	1	-	-	Taxation.	-	-

SCHOOL RETURNS.

lvii

West Bridgewater, .	-	11	6	4	-	41 22	77-18	8-13	-	14	6	14	Not by tax.	8-8	700 00
Whitman, .	3	36	14	13	125 41	42 91	198-14	9-9	-	1	4	174	Taxation.	9-12	1,237 50
Totals, . . .	63	605	262	208	\$101 05	\$45 74	4,548-1	9-7	-	20	78	2,139	-	9-10	\$22,318 14

SUFFOLK COUNTY — CONTINUED.

Boston, . . .	236	1,590	1,215	1,137	\$215 25	\$69 05	15,908	10-5	-	12	195	5,769	Taxation.	119-8	\$45,780 00
Chelsea, . . .	7	109	48	43	181 66	62 08	830	10	-	1	16	440	Taxation.	10	2,500 00
Ravens, . . .	2	48	35	29	100 00	63 00	447-19	9-8	-	-	-	-	-	9-10	-
Winthrop, . . .	2	24	14	13	148 71	55 12	191-15	9-10	-	1	4	93	Taxation.	9-11	1,400 00
Totals, . . .	247	1,771	1,312	1,222	\$212 82	\$67 99	17,477-14	10-3	-	14	215	6,302	-	9-11	\$49,680 00

* Partridge Academy.

† Howard Seminary.

PLYMOUTH COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes schools — wages of teachers, fuel, care of area and schoolrooms—for 1898-99.	Expenses for transpor- tation, included also in the preceding col- umn.	Expenses of supervision, including clerical aid, by school committee.	Salary of superintend- ent or town's share of it.	Expenses of books, sta- tionery and school supplies.	Grants (reports, con- sults, etc.).	Amount expended for new schoolhouses.	Amount expended for alterations and per- manent improve- ments.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by tax- ation.
Abington,	\$16,327 32	\$451 60	\$275 00	\$825 00	\$1,085 98	—	—	—	\$1,760 96	\$20,074 28
Bridgewater,	13,681 86	591 63	—	825 00	6,879 41	\$19 00	—	—	558 79	15,463 06
Brockton,	131,392 64	82 60	450 00	2,700 00	6,865 60	3,648 41	—	\$4,840 00	7,841 00	157,739 04
Carver,	2,200 00	700 00	116 20	—	—	20 00	—	—	61 04	2,762 84
Duxbury,	4,000 00	—	127 50	250 00	323 61	25 00	—	—	283 43	5,014 44
East Bridgewater,	7,260 08	497 43	20 00	350 00	924 33	252 41	—	255 96	185 74	9,248 52
Halifax,	1,000 00	311 00	45 00	—	134 78	8 00	—	—	47 30	1,235 08
Hanson,	5,971 70	1,035 60	125 00	250 00	554 44	201 20	—	—	255 79	7,368 13
Haver,	3,100 00	250 00	120 00	250 00	400 00	30 00	—	—	200 00	4,100 00
Hingham,	16,291 19	1,006 52	75 00	1,120 00	1,489 60	1,242 62	—	422 76	567 69	21,208 86
Hull,	6,600 00	754 50	215 00	180 00	369 26	421 48	—	—	228 41	6,914 15
Kingston,	5,196 34	300 85	—	250 00	371 83	238 31	—	—	616 42	6,670 90
Lakeville,	1,222 29	101 25	82 00	—	187 61	10 00	—	—	105 40	1,607 30
Marion,	2,000 00	—	73 44	—	146 24	10 00	—	800 00	270 29	3,269 97
Marshfield,	4,616 99	616 19	128 00	250 00	348 43	90 00	—	—	36 40	5,469 82
Mattapoisett,	2,863 18	410 50	76 00	150 00	230 64	114 54	—	—	60 78	4,584 09
Middleborough,	17,659 25	1,775 98	150 00	1,700 00	1,335 84	420 38	—	648 11	625 12	22,438 70
Norwell,	3,900 00	300 00	125 00	250 00	309 83	15 40	—	131 61	254 89	4,986 63
Pembroke,	2,330 86	72 01	129 81	—	133 23	27 32	—	—	279 75	2,869 91
Plymouth,	27,738 86	193 75	—	2,000 00	2,769 26	602 08	6,091 49	712 90	1,303 58	41,218 17
Plymouth,	800 00	10 00	50 00	—	41 99	164 09	—	45 00	20 65	1,121 73
Rochester,	1,800 00	—	93 60	—	182 60	—	—	—	74 46	1,860 46
Rockland,	16,160 30	—	625 37	—	1,338 24	—	—	5,186 17	1,898 85	24,708 93
Scituate,	6,700 00	841 00	180 00	250 00	512 96	109 80	—	—	150 08	7,862 84
Wareham,	7,900 00	—	333 75	—	643 40	—	—	—	334 87	9,312 02

SCHOOL RETURNS.

lix

West Bridgewater, .	4,676 83	513 63	11 50	229 17	265 37	80 25	-	309 34	88 38	5,680 84
Whitman, .	17,280 82	-	268 50	1,000 00	1,486 68	439 25	-	1,047 44	763 75	23,305 44
Totals, . .	\$323,968 56	\$10,815 83	\$3,844 37	\$12,429 17	\$23,522 05	\$6,188 54	\$7,591 49	\$14,399 18	\$18,282 79	\$417,206 14

SUFFOLK COUNTY — CONTINUED.

Boston, . .	\$2,218,988 52	\$2,619 62	\$66,445 28	\$4,200 00	\$77,476 43	\$60,856 50	\$584,452 13	\$42,063 80	\$249,973 69	\$3,299,436 35
Chelsea, . .	87,962 01	39 00	700 00	2,400 00	6,803 97	6,440 74	19,351 04	-	4,667 97	123,325 73
Revere, . .	35,378 50	61 35	-	1,900 00	5,132 86	907 35	25,343 51	4,308 88	2,106 02	76,977 12
Winthrop, . .	18,342 89	-	300 00	-	2,214 28	97 49	11,924 60	-	1,391 13	34,270 39
Totals, . .	\$2,355,651 92	\$2,719 97	\$67,445 28	\$6,500 00	\$91,627 54	\$68,302 08	\$641,071 28	\$46,372 68	\$258,138 81	\$3,537,109 59

BOARD OF EDUCATION.

PLYMOUTH COUNTY — CONCLUDED.

TOWNS.	Amount of voluntary contributions for public schools.	Amount of local funds, the income of which can be appropriated only for the support of public or private schools.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 25, 1898.	How much of said fund was used for apparatus and books or reference.
					No. of academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of private schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Abington,	\$376 25	\$6,300 00	\$352 12	\$418 89	1	1	-	4	768	\$1,500 00	\$244 44	-
Bridgewater,	-	7,000 00	310 00	185 78	1	1	-	2	52	5,525 00	384 43	\$13 75
Brockton,	-	23,500 00*	1,016 97*	269 38	1	1	-	-	-	-	229 62	-
Carver,	-	-	-	383 50	1	1	-	-	-	-	294 43	-
Duxbury,	-	-	-	229 77	1	1	-	-	-	-	455 55	-
East Bridgewater,	-	-	-	164 12	1	1	-	-	-	-	294 43	-
Halifax,	-	-	-	1,187 54	1	40	\$634 50	-	-	-	384 43	-
Hanson,	-	1,000 00	40 40	-	-	-	-	-	-	-	-	-
Hingham,	-	27,678 40*	1,568 27*	-	-	-	-	-	-	-	-	-
Hull,	-	-	-	-	-	-	-	-	-	-	-	-
Kingston,	101 50	-	-	183 39	-	-	-	-	-	-	359 24	-
Lakeville,	-	-	-	207 88	-	-	-	-	-	-	455 55	-
Marion,	300 00	-	-	180 18	1	75	-	-	-	-	200 00	-
Marshfield,	-	10,552 00	333 80	306 87	-	-	-	-	-	-	229 62	-
Mattapoisett,	60,000 00	37,000 00*	1,900 00*	-	1	23	-	-	-	-	294 43	-
Middleborough,	-	-	-	246 96	-	-	-	-	-	-	384 43	-
Norwell,	-	-	-	107 33	-	-	-	-	-	-	329 62	-
Pembroke,	-	-	-	-	-	-	-	-	-	-	-	-
Plymouth,	-	-	-	86 50	-	-	-	-	-	-	429 62	-
Plympton,	-	-	-	201 64	-	-	-	-	-	-	429 62	-
Rochester,	-	5,600 00	350 00	-	-	-	-	-	-	-	206 55	-
Rockland,	-	-	-	-	-	-	-	-	-	-	206 55	-
Scituate,	-	-	-	243 85	-	-	-	-	-	-	206 55	-

SCHOOL RETURNS.

lxi

Wareham, . . .	-	441 84	-	-	-	-	-	206 55	-
West Bridgewater, . .	-	-	-	-	-	-	-	294 43	47 69
Whitman, . . .	-	1,166 24	-	-	-	10	300 00	-	-
Totals, . . .	\$60,776 75	\$288,696 48	\$13,483 06	\$6,161 66	5	217	\$2,814 50	\$7,325 00	\$103 33

SUFFOLK COUNTY—CONCLUDED.

Boston, . . .	-	\$16,127 08	4	166	86	14,446	\$237,370 65	-	-
Chelsea, . . .	\$522 80	5,720 00	-	-	4	1,053	660 00	-	-
Revere, . . .	50 00	911 00	-	-	-	-	-	-	-
Winthrop, . . .	-	311 05	-	-	-	-	-	-	-
Totals, . . .	\$572 80	\$23,069 13	4	166	90	15,499	\$238,630 65	-	-

* Private schools.

WORCESTER COUNTY.

TOWNS.	Population - State Census, 1886.	Valuation—1888.	No. of public schools.	No. of persons in town May 1, 1886, between 5 and 15 years of age.	No. of persons in town May 1, 1886, between 16 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 5 and 14 years of age.	Average membership of all the schools.	Average attendance in all the public schools during the school year.	The percent of attendance based upon the average membership.	No. of teachers required by the public schools.
Ashburnham,	2,148	\$1,021,575	13	842	214	448	3	71	214	363	337	.93	13
Atol,	7,364	4,065,925	23	1,040	621	1,091	-	186	659	923	875	.94	29
Auburn,	1,698	662,406	9	294	212	345	-	17	234	263	242	.90	10
Barre,	2,278	1,445,845	10	328	191	348	1	37	193	288	270	.94	12
Berlin,	687	482,285	5	142	96	165	2	3	97	122	114	.93	5
Blackstone,	6,089	2,660,380	23	818	485	868	-	27	478	730	675	.92	26
Bolton,	797	496,793	3	133	74	163	-	16	90	114	106	.92	4
Boyiston,	729	374,361	5	143	85	149	1	6	90	109	98	.85	6
Brookfield,	3,279	1,384,153	17	488	307	677	8	55	366	618	475	.92	19
Charlton,	1,877	887,630	14	323	210	351	11	9	231	268	230	.86	14
Clinton,	11,497	7,260,598	41	2,327	1,380	2,172	2	116	1,380	1,905	1,804	.95	50
Dana,	717	314,041	5	106	78	134	-	3	78	110	106	.98	5
Douglas,	2,026	1,063,981	13	442	277	451	6	35	284	355	304	.86	13
Dudley,	3,203	1,021,629	14	672	396	518	6	46	271	354	327	.92	16
Fitchburg,	26,409	22,413,118	108	6,527	3,130	5,064	23	489	2,678	3,801	3,611	.95	120
Gardner,	9,182	5,192,961	34	1,861	1,143	1,930	5	164	1,114	1,715	1,609	.94	45
Grafton,	5,101	2,398,457	23	906	568	1,004	-	40	636	806	728	.90	26
Hardwick,	2,655	1,523,885	15	481	351	392	5	30	255	332	313	.94	16
Harvard,	1,162	927,120	7	139	86	155	-	7	89	123	110	.90	7
Holden,	2,602	1,201,504	17	473	297	562	6	50	380	440	402	.91	18
Hopedale,	8	3,268,260	8	241	131	324	16	36	168	242	231	.96	9
Hubbardston,	1,274	640,565	9	174	108	214	2	13	115	173	164	.95	9
Lancaster,	2,180	3,096,428	12	416	255	490	-	43	277	398	355	.92	15
Leicester,	3,239	2,197,332	17	565	330	719	5	71	352	644	610	.94	21
Leominster,	9,211	6,527,549	41	1,646	980	2,106	19	269	1,093	1,688	1,569	.93	51
Lunenburg,	1,237	774,277	8	186	116	270	7	23	169	201	182	.91	9
Mendon,	1,889	639,680	6	124	75	178	1	22	97	129	129	.93	6

SCHOOL RETURNS.

lxiii

Millford,	8,959	6,499,276	36	1,281	746	1,515	11	187	825	1,372	1,320	.96	40
Millbury,	5,222	2,266,301	19	902	482	902	2	61	482	721	674	.93	22
New Braintree,	1,642	410,450	5	85	70	95	-	6	59	70	65	.94	3
Northborough,	1,940	1,235,715	9	383	229	455	-	52	278	368	380	.90	10
Northbridge,	5,286	3,195,666	29	1,168	632	1,377	1	98	818	1,117	1,072	.96	32
North Brookfield,	4,635	1,832,578	17	995	554	772	-	96	400	648	602	.93	20
Oakham,	605	309,760	5	80	65	121	-	15	87	87	85	.97	6
Oxford,	2,390	1,256,100	12	419	248	518	4	35	298	391	361	.92	13
Paxton,	426	296,394	2	67	47	78	-	-	54	65	49	.89	2
Petersham,	932	620,411	5	99	57	108	1	8	57	94	89	.94	5
Phillipston,	460	288,080	3	60	37	65	-	6	37	66	61	.91	3
Princeton,	962	832,868	8	95	52	149	-	26	52	127	115	.90	8
Royalston,	890	464,353	7	137	106	165	5	11	106	119	109	.91	7
Rutland,	978	574,821	6	187	121	261	-	15	202	187	165	.89	7
Shrewsbury,	1,624	1,140,501	10	242	139	305	2	42	154	246	224	.91	11
Southborough,	2,223	1,472,917	9	320	218	328	1	49	162	301	276	.92	11
Southbridge,	8,250	3,698,190	27	1,655	1,101	1,301	23	123	687	965	918	.92	35
Spencer,	7,614	3,647,651	37	1,744	810	1,404	16	148	673	1,217	1,158	.95	42
Sterling,	1,218	863,235	9	195	106	245	6	38	118	200	186	.93	10
Sturbridge,	1,910	916,250	13	321	133	373	-	6	195	324	294	.91	13
Sutton,	3,420	1,213,749	16	608	461	538	9	-	320	320	282	.88	16
Templeton,	2,915	1,266,562	16	480	313	703	7	69	375	505	470	.93	18
Upton,	2,150	1,024,999	8	282	160	362	-	30	208	308	283	.93	10
Uxbridge,	3,546	2,239,915	17	594	378	747	12	62	436	572	530	.88	19
Warren,	4,430	1,973,741	18	556	432	815	3	77	603	631	576	.93	22
Webster,	7,799	3,339,745	16	1,543	915	944	11	83	492	653	616	.94	22
Westborough,	2,235	2,815,570	15	649	396	877	10	94	477	730	683	.94	23
West Boylston,	2,998	789,295	16	392	271	653	3	58	402	478	447	.94	17
West Brookfield,	1,467	765,189	8	225	138	245	-	15	145	219	200	.91	8
Westminster,	1,815	649,033	10	202	132	254	2	12	195	213	185	.92	10
Winchendon,	4,490	2,455,829	22	861	560	967	2	99	587	762	762	.95	28
Worcester,	98,767	102,059,315	410	19,266	11,364	21,384	480	1,854	10,876	17,480	16,200	.93	524
Totals,	306,445	\$225,016,838	1,339	55,541	33,659	60,324	746	5,304	32,799	48,614	45,258	.93	1,590

WORCESTER COUNTY — CONTINUED.

TOWNS.	HIGH SCHOOLS.															
	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended normal schools.	No. of teachers who have graduated from normal schools.	A'v'g wages per month of male teachers in public schools.	A'v'g wages per month of female teachers in public schools.	Aggregate of months all the public schools have been kept during the school year.	Average No. of months the public schools have been kept for the entire year.	No. of schools kept less than the time required by law.	No. of high schools.	No. of teachers.	No. of pupils.	How supported.	Months Days.		Salary of principal.
														Length.		
Ashburnham,	1	14	6	6	\$158 00	\$23 00	103-15	8	-	1	1	88	Taxation.	9-10	9-10	\$1,500 00
Athol,	2	34	6	6	117 00	44 47	192-17	8-13	-	1	5	132	Taxation.	9-17	-	1,800 00
Auburn,	1	13	6	6	39 12	39 12	76-19	8-1	-	1	1	-	-	-	10	1,100 00
Barre,	1	16	14	12	110 00	37 67	86-2	9-5	-	1	2	44	Taxation.	-	-	-
Berlin,	1	10	4	2	34 40	34 40	42-10	8-10	-	1	3	66	Taxation.	10	10	1,150 00
Blackstone,	1	29	2	2	115 00	39 87	220	10	-	1	2	47	Part tax.	10	10	500 00
Bolton,	1	4	3	2	40 30	40 30	98	9-6	-	1	2	-	Taxation.	-	10	1,100 00
Boyiston,	4	10	1	1	65 57	37 73	146	8-11	-	1	2	38	Taxation.	-	-	-
Brookfield,	3	19	1	1	36 00	32 87	108	7-13	-	1	6	202	Taxation.	9-13	-	1,600 00
Charlton,	4	47	13	6	126 66	45 51	366-17	9-13	-	1	1	-	-	-	-	-
Dana,	1	6	1	1	24 00	32 66	45	8-7	-	1	3	32	Taxation.	10	10	900 00
Douglas,	1	12	1	1	90 00	33 80	101	8-7	-	1	3	41	Part tax.	10	10	1,500 00
Dudley,	3	18	6	4	89 33	35 08	127	9-1	-	1	26	733	Taxation.	9-10	9-10	2,200 00
Fitchburg,	16	109	51	36	130 00	60 00	1,012	9-7	-	1	9	171	Taxation.	9-14	9-14	1,500 00
Gardner,	4	49	16	14	100 00	41 18	313-1	9-2	-	1	3	114	Taxation.	9	9	1,500 00
Grafton,	1	31	4	4	166 66	43 38	207	9	-	1	2	23	Taxation.	10	10	800 00
Hardwick,	1	22	11	7	80 00	35 46	136	9-1	-	1	2	-	-	-	-	-
Harvard,	1	10	1	1	-	36 20	61-11	9	-	1	2	-	-	-	-	-
Holden,	1	20	3	3	100 00	36 35	140-5	8-5	-	1	2	41	Taxation.	9-6	9-6	1,000 00
Hopedale,	2	12	10	9	105 00	52 00	63	9-6	-	1	2	33	Taxation.	10	10	1,050 00
Hubbardston,	1	13	4	4	32 00	37 00	68	8-5	-	1	1	19	Taxation.	8-6	8-6	426 00
Lancaster,	1	16	6	3	160 00	51 10	108-15	8-15	-	1	3	71	Taxation.	10	10	1,600 00
Leicester,	5	23	4	13	104 00	44 68	141	8-16	-	1	3	80	Part tax.	9-13	9-13	1,480 00
Leominster,	3	45	22	11	152 50	43 26	379-4	9-14	-	1	9	175	Taxation.	9-16	9-16	2,000 00
Lunenburg,	2	12	9	7	69 33	36 00	66-5	8-7	-	1	3	29	Taxation.	9	9	600 00
Mendon,	2	7	1	1	55 56	38 40	54	9	-	1	1	35	Taxation.	9	9	500 00

SCHOOL RETURNS.

lxv

	1	41	15	9	160 00	48 26	324-15	9-2		1	5	150	Taxation.	9-15	1,600 00
Millford,	5	26	14	10	82 00	38 29	172	9-1	-	1	3	119	Taxation.	10	1,400 00
Millbury,	8	8	7	5	-	36 00	29	8-16	-	1	3	-	-	-	-
New Braintree,	12	8	8	8	106 26	39 30	79-10	8-17	-	1	4	48	Taxation.	9-6	1,000 00
Northborough,	37	17	18	16	150 00	44 23	269	9-10	-	1	4	108	Taxation.	10	1,600 00
Northbridge,	26	7	7	2	80 00	39 70	161-10	8-18	-	1	3	93	Taxation.	10	1,200 00
North Brookfield,	6	6	1	-	-	31 75	40	8	-	-	-	-	-	-	-
Oakham,	4	14	5	5	70 20	34 40	109	9-1	-	1	2	72	Taxation.	10	1,000 00
Oxford,	4	4	2	1	-	38 33	18	9	-	-	-	-	-	-	-
Paxton,	11	11	2	8	-	32 00	48-10	8-4	-	-	-	-	-	-	-
Petersham,	6	6	5	5	-	40 00	26-2	7-15	-	-	-	-	-	-	-
Phillipston,	13	3	3	3	32 00	36 39	46-10	8-8	-	1	2	34	Taxation.	9	640 00
Princeton,	10	10	1	1	-	33 40	67-16	8-8	-	-	-	-	-	-	-
Royalston,	2	10	2	1	51 00	35 11	45-15	7-17	-	1	2	44	Taxation.	8-5	451 00
Rutland,	2	10	2	1	88 00	35 60	86-13	8-13	-	1	2	38	Taxation.	8-9	800 00
Shrewsbury,	2	15	5	5	108 00	41 13	80-3	8-18	-	1	2	66	Taxation.	9-7	1,000 00
Southborough,	3	40	8	4	101 25	39 42	240-15	9-6	-	1	3†	120	Taxation.	9-14	1,300 00
Southbridge,	3	44	9	4	81 00	42 73	334	9-1	-	1	4	115	Taxation.	10	1,300 00
Spencer,	1	14	2	4	73 68	37 28	69-5	7-13	-	1	2	55	Part tax.	9-10	800 00
Sterling,	1	15	-	-	-	34 52	109-15	8-8	-	-	-	-	-	-	-
Sturbridge,	-	16	5	4	-	34 80	144	9	-	-	1	37	Taxation.	9	600 00
Sutton,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Templeton,	1	25	5	2	88 89	35 06	126-3	7-17	-	2	4	65	Taxation.	8-10	800 00
Upton,	1	14	8	7	111 11	37 56	71-15	8-19	-	1	3	88	Taxation.	8-10	360 00
Uxbridge,	1	19	5	3	157 89	39 00	144	8-14	-	1	3	86	Taxation.	9	1,000 00
Warren,	6	30	15	14	75 09	39 62	161	8-8	-	1	3	60	Taxation.	9-10	1,000 00
Webster,	4	18	6	6	83 00	41 80	156-15	9-8	-	1	5	84	Taxation.	9-7	1,000 00
Westborough,	25	11	8	6	120 00	47 22	142-2	9-8	-	1	5	92	Taxation.	10	1,800 00
West Boylston,	1	21	10	5	120 00	39 49	136	9-2	-	1	3	69	Taxation.	9-14	1,200 00
West Brookfield,	-	14	9	4	-	38 82	71	8-17	-	1	1	16	Taxation.	10	1,200 00
Westminster,	-	12	5	4	-	34 52	70-18	7-12	-	1	1	38	Taxation.	9	600 00
Winchendon,	2	29	11	6	153 63	45 49	189-10	8-15	-	1	8	125	Taxation.	8-10	525 00
Worcester,	55	469	385	367	144 52	60 21	4,100	10	-	2	71	2,334	Taxation.	9-10	1,600 00
Totals,	164	1,672	799	676	\$113 09	\$46 39	12,280-3	9-3	-	48	233	6,369	-	9-5	\$54,882 00

† Also three special teachers.

† Leicester Academy.

* Nichols Academy.

WORCESTER COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for schools — wages of teachers, fuel, care of desks, and schoolrooms—for 1888-89.	Expenses for transportation, included also in the preceding column.	Expense of supervision by school committee, including clerical aid.	Salary of superintendent or town's share of it.	Expense of books, stationery and school supplies.	Grants (reports, conclusions, etc.).	Amount expended for new schoolhouses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Ashburnham,	\$4,550 00	\$114 00	\$155 00	\$1,600 00	\$317 58	\$40 00	-	-	\$329 22	\$5,691 80
Athol,	17,085 10	555 20	-	-	1,133 74	527 98	-	-	457 72	20,804 54
Anbarn,	3,225 00	-	138 00	-	277 52	15 00	-	-	209 44	3,864 96
Barre,	6,100 00	864 15	107 85	286 71	602 61	-	-	-	234 17	7,498 29
Berlin,	1,200 00	-	70 00	114 86	254 49	-	-	\$266 95	30 79	1,670 14
Blackstone,	13,500 00	-	-	888 00	825 00	50 00	-	-	-	15,263 00
Bolton,	1,982 80	-	55 00	387 85	98 49	28 80	-	-	20 35	2,473 29
Boylston,	1,550 00	133 00	63 00	134 85	137 64	-	-	186 82	142 31	2,127 80
Brookfield,	7,489 11	64 55	130 00	375 00	372 31	38 25	-	62 05	182 44	8,717 93
Charlton,	3,249 47	-	211 40	-	483 92	30 00	\$10,306 02	-	2,492 23	4,131 54
Clinton,	30,776 20	-	-	1,800 00	3,762 40	2,166 84	-	12 30	16 12	61,302 69
Dana,	900 00	27 25	-	60 00	306 27	14 17	16,643 24	158 27	-	1,308 86
Douglas,	5,191 01	453 25	150 00	22 00	341 47	124 00	-	-	385 89	22,693 99
Dudley,	5,320 35	108 00	60 00	255 00	500 45	15 40	-	1,515 91	2,065 49	6,537 10
Fitchburg,	96,028 36	1,078 75	560 00	2,700 00	6,603 03	4,959 26	-	1,496 81	1,074 37	114,432 06
Gardner,	29,203 02	-	-	2,600 00	3,816 23	1,471 21	20,677 18	-	1,074 37	60,238 82
Grafton,	14,800 00	246 00	200 00	937 50	1,200 78	327 07	-	-	940 62	18,106 97
Hardwick,	4,717 25	22 19	22 19	308 82	497 34	34 29	-	-	205 65	5,785 54
Harvard,	3,067 42	486 25	105 00	241 07	186 92	23 25	-	-	61 85	3,705 51
Holden,	7,032 74	92 50	75 00	325 00	317 45	-	1,236 20	927 95	290 28	10,204 62
Hopedale,	5,316 75	-	-	275 00	695 54	466 58	34,446 78	-	53 01	10,904 62
Hubbardston,	3,340 00	539 00	101 00	150 00	271 00	39 00	-	-	297 00	4,123 69
Lancaster,	8,141 37	524 40	299 98	-	724 98	145 44	-	-	487 45	9,769 22
Leicester,	9,239 93	279 27	322 25	375 00	648 49	545 82	-	456 38	337 36	11,923 26
Leominster,	31,634 96	1,640 00	277 00	2,000 00	3,561 10	903 30	-	1,241 81	1,161 11	40,769 25
Lewiston,	2,725 29	48 90	122 57	263 33	314 11	60 00	-	-	72 87	3,568 17
Lynnburg,	-	-	-	-	-	-	-	-	-	-
Mendon,	2,297 75	352 00	13 75	280 00	233 50	90 26	-	78 12	69 08	3,062 49

SCHOOL RETURNS.

lxvii

Milford,	22,161 96	228 25	50 00	1,600 00	1,802 97	1,347 24	-	1,400 00	806 97	22,169 14
Milbury,	11,461 62	82 35	-	382 50	897 60	516 27	-	-	545 28	13,803 17
New Braintree,	1,045 16	344 00	25 00	240 00	179 00	32 64	-	291 87	6 21	1,819 88
Northborough,	6,387 88	1,001 75	100 00	206 25	976 16	115 94	2,000 00	-	154 16	9,940 39
Northbridge,	19,111 41	618 30	-	600 00	1,414 99	732 92	-	-	1,105 83	22,965 15
North Brookfield,	11,272 55	749 75	-	337 50	1,241 86	263 88	-	-	687 31	13,773 10
Oakham,	1,200 00	88 80	86 75	-	140 31	-	-	-	9 40	1,436 46
Oxford,	6,114 34	112 00	160 00	212 50	612 22	284 86	-	-	240 00	7,493 92
Faxton,	886 68	461 00	55 00	-	41 65	15 05	5,748 09	-	3 90	6,750 37
Petersham,	2,050 00	592 07	38 00	154 41	201 00	82 33	-	164 99	87 03	2,777 76
Phillipston,	900 00	225 75	45 00	75 00	163 44	66 90	-	38 50	37 81	1,326 65
Princeton,	3,000 00	371 25	77 00	50 00	185 05	131 54	-	-	70 62	3,614 21
Royalston,	2,327 12	66 00	63 00	150 00	235 19	10 00	-	-	95 82	2,881 13
Rutland,	2,232 72	604 00	135 00	-	247 28	10 00	-	-	17 00	2,662 00
Shrewsbury,	4,709 42	186 00	150 00	71 00	685 00	147 83	-	68 30	120 02	7,910 90
Southborough,	6,607 53	554 73	150 00	24 57	722 32	218 16	18,632 15	690 56	552 48	6,763 25
Southbridge,	16,370 21	60 00	-	1,400 00	1,909 94	777 45	-	218 00	1,031 50	29,239 03
Spencer,	23,828 96	328 00	-	1,300 00	1,337 64	1,922 93	-	-	59 09	4,549 44
Sterling,	3,750 00	388 00	74 90	300 00	337 55	27 90	-	-	142 45	6,031 04
Sturbridge,	4,148 53	517 00	32 75	320 00	347 26	40 00	-	-	60 00	13,180 87
Sutton,	5,350 00	303 65	150 00	-	483 87	247 00	6,650 00	250 00	124 78	24,055 51
Templeton,	6,430 00	850 00	113 98	375 00	908 10	40 00	15,462 24	581 41	277 87	7,044 67
Upton,	5,900 00	876 50	35 00	312 50	482 84	136 46	-	-	279 89	13,284 99
Uxbridge,	9,525 00	317 50	55 00	300 00	334 88	245 22	2,400 00	125 00	728 55	13,496 40
Warren,	11,013 18	649 24	35 00	600 00	1,056 00	63 67	-	-	-	15,200 00
Webster,	12,259 21	20 00	160 00	800 00	1,035 03	965 76	-	-	278 79	16,096 21
Westborough,	12,795 49	1,726 38	-	600 00	1,002 47	699 75	-	719 71	113 18	10,288 84
West Boylston,	8,717 29	125 00	145 83	589 22	589 22	213 32	-	-	139 76	4,082 27
West Brookfield,	3,338 31	527 50	50 00	240 00	289 20	25 00	-	-	78 85	3,799 80
Westminster,	2,965 08	598 10	61 12	300 00	243 35	91 40	-	80 00	475 11	11,617 68
Winchester,	9,412 39	274 85	226 60	568 67	724 24	212 67	-	-	35,610 16	662,714 53
Worcester,	407,364 76	-	1,400 00	4,000 00	28,064 32	33,494 13	147,583 05	7,198 11	-	\$1,489,622 07
Totals,	\$963,568 70	\$25,278 25	\$6,903 92	\$32,327 89	\$75,768 31	\$55,238 14	\$281,794 96	\$18,208 82	\$55,531 34	

WORCESTER COUNTY — CONCLUDED.

TOWNS.	Amount of voluntary contributions for public schools.	Amount of local funds, the income of which can be appropriated only for the support of public or private schools.	Income of local funds.	Income of surplus revenues and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 30, 1899.	How much of said fund was used for apparatus and books of reference.
					No. of academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of private schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Ashburnham,		\$92,638 00*	\$4,129 00*	\$333 00	1	137	\$6,344 00				\$294 44	
Athol,												
Auburn,				\$354 38							459 24	
Barre,				342 55							294 44	
Berlin,		1,500 00	74 00	82 40							494 44	
Blackstone,											244 44	
Bolton,		12,000 00	477 08								494 43	
Boylston,											394 43	
Brookfield,				400 39							294 43	
Charlton,		2,035 00	121 40	348 18							394 43	
Clinton,												
Dana,								2	352			
Douglas,								1	12	\$160 00	455 55	
Dudley,	\$820 00		1,380 00*	277 76	1	46	280 00				294 43	\$20 00
Fitchburg,								4	1,500		359 24	
Gardner,	6,750 00	1,000 00	60 00									
Grafton,		1,000 00	60 00								244 43	
Hardwick,		200 00	8 00	1,856 18				1	175		294 43	
Harvard,		80,000 00*	3,500 00*					1	25	245 00	394 43	
Holden,		3,566 66	202 00	325 08							359 24	
Hopedale,												
Hubbardston,		1,200 00	72 00								355 55	
Lancaster,					1	115	2,475 00			600 00		
Leicester,		51,000 00*	3,060 00*	443 40	1	1	34 00				244 43	
Leominster,		13,000 00	620 00									
Lunenburg,											355 55	50 00
Mendon,	50 00			180 66							394 43	39 13

SCHOOL RETURNS.

lxix

Milford,	-	-	-	-	-	-	-	-	290	2,000 00	205 55	-	-
Milbury,	-	-	-	-	-	-	-	-	-	-	559 24	359 24	-
New Braintree,	-	-	-	-	-	-	-	-	-	-	-	-	-
Northborough,	-	-	-	-	-	-	-	-	-	-	-	-	-
Northbridge,	-	-	-	-	-	-	-	-	-	-	-	-	-
North Brookfield,	-	-	-	-	-	-	-	-	-	-	-	-	-
Oakham,	-	-	-	-	-	-	-	-	-	-	-	-	-
Oxford,	-	-	-	-	-	-	-	-	-	-	-	-	-
Paxton,	-	-	-	-	-	-	-	-	-	-	-	-	-
Petersham,	-	-	-	-	-	-	-	-	-	-	-	-	-
Phillipston,	-	-	-	-	-	-	-	-	-	-	-	-	-
Princeton,	-	-	-	-	-	-	-	-	-	-	-	-	-
Royalston,	-	-	-	-	-	-	-	-	-	-	-	-	-
Rutland,	-	-	-	-	-	-	-	-	-	-	-	-	-
Shrewsbury,	-	-	-	-	-	-	-	-	-	-	-	-	-
Southborough,	-	-	-	-	-	-	-	-	-	-	-	-	-
Southbridge,	-	-	-	-	-	-	-	-	-	-	-	-	-
Spencer,	-	-	-	-	-	-	-	-	-	-	-	-	-
Sterling,	-	-	-	-	-	-	-	-	-	-	-	-	-
Sturbridge,	-	-	-	-	-	-	-	-	-	-	-	-	-
Sutton,	-	-	-	-	-	-	-	-	-	-	-	-	-
Templeton,	-	-	-	-	-	-	-	-	-	-	-	-	-
Upton,	-	-	-	-	-	-	-	-	-	-	-	-	-
Uxbridge,	-	-	-	-	-	-	-	-	-	-	-	-	-
Warren,	-	-	-	-	-	-	-	-	-	-	-	-	-
Webster,	-	-	-	-	-	-	-	-	-	-	-	-	-
Westborough,	-	-	-	-	-	-	-	-	-	-	-	-	-
West Boylston,	-	-	-	-	-	-	-	-	-	-	-	-	-
West Brookfield,	-	-	-	-	-	-	-	-	-	-	-	-	-
Westminster,	-	-	-	-	-	-	-	-	-	-	-	-	-
Winchendon,	-	-	-	-	-	-	-	-	-	-	-	-	-
Worcester,	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals,	\$8,032 00	\$591,869 31	\$23,545 13	\$10,096 87	7	678	\$105,043 00	55	8,029	\$30,410 00	\$16,475 33	\$287 43	

* Private schools.

BOARD OF EDUCATION.

RECAPITULATION.

COUNTIES.	Population—State Census, 1886.	Valuation—1886.	No. of public schools.	No. of persons in town May 1, 1886, between 5 and 16 years of age.	No. of persons in town May 1, 1886, between 8 and 14 years of age.	No. of different pupils of all ages in the public schools during the school year.	No. attending within 5 years of age.	No. attending within the year over 15 years of age.	No. attending within 8 and 14 years of age.	Average membership of all the schools.	Average attendance in all the public schools during the school year.	The per cent. of attendance based upon the average membership.
Barnstable,	27,654	\$22,501,424	165	4,305	2,666	5,035	11	696	2,736	4,272	3,947	.92
Berkshire,	86,292	53,347,086	471	17,015	10,242	18,764	208	1,536	9,926	14,641	13,484	.92
Bristol,	219,019	179,041,277	806	44,664	26,666	40,431	463	2,598	22,564	32,433	29,749	.92
Dukes,	4,238	4,191,738	22	599	450	644	—	77	453	534	476	.89
Essex,	330,393	268,421,127	1,238	56,721	33,058	54,611	792	5,828	29,680	47,126	43,878	.93
Franklin,	40,145	22,455,992	256	6,830	4,164	7,890	99	768	4,298	6,553	6,080	.93
Hampden,	152,938	137,273,373	645	23,863	17,802	29,068	721	2,587	14,812	22,665	20,917	.92
Hampshire,	54,710	31,895,967	296	9,593	5,944	10,407	173	813	5,771	8,609	7,884	.92
Middlesex,	489,217	492,304,679	2,031	89,279	54,320	101,402	2,973	11,126	61,517	82,041	76,202	.93
Nantucket,	3,016	3,362,996	10	363	204	398	—	98	203	366	335	.94
Norfolk,	134,819	182,845,124	653	24,493	14,555	28,486	502	2,776	14,499	23,754	22,028	.93
Plymouth,	101,498	75,861,862	483	16,961	10,155	20,316	152	2,232	11,063	16,798	15,619	.93
Suffolk,	539,799	1,075,723,301	1,715	91,870	53,951	94,201	2,114	8,889	45,416	82,604	74,462	.90
Worcester,	306,445	225,016,838	1,339	56,541	33,559	60,324	746	5,304	32,799	48,614	45,258	.93
Totals,	2,500,183	\$2,764,242,784	10,121	449,099	267,836	471,977	8,964	45,318	245,728	390,900	360,317	.92

SCHOOL RETURNS.

lxxi

RECAPITULATION — CONTINUED.

COUNTIES.	No. of teachers required by the public schools.	Whole No. of different male teachers in school year.	Whole No. of different female teachers in school year.	No. of teachers who have attended normal schools.	No. of teachers who have graduated from normal schools.	Average wages per month of male teachers in public schools.	Average wages per month of female teachers in public schools.	Aggregate of months all the public schools have been kept during the school year.	Average No. of months the public schools have been kept for the entire year.	No. of schools kept less than the time required by law.	HIGH SCHOOLS.				Salary of principal.
											No. of high schools.	No. of teachers.	No. of pupils.		
Barnstable,	170	43	176	75	56	\$75 61	\$38 92	1,348-18	8-13	-	14	25	635	\$12,893 23	
Berkshire,	537	58	561	169	112	77 11	38 95	4,213-19	8-18	-	12	48	1,343	14,713 00	
Bristol,	996	86	1,019	272	198	110 71	48 28	7,453-12	9-5	-	12	70	2,131	16,135 00	
Dukes,	26	7	24	14	10	55 29	37 93	184-6	8-7	-	3	4	59	1,710 00	
Essex,	1,432	107	1,439	506	437	131 93	49 71	11,680	9-8	-	29	178	4,871	43,262 50	
Franklin,	289	18	364	104	81	74 29	36 47	2,128-16	8-6	-	10	31	725	9,846 59	
Hampden,	832	62	817	455	416	131 88	50 68	6,138-19	9-10	-	9	79	1,915	17,700 00	
Hampshire,	331	32	395	110	93	78 94	35 18	2,589-1	8-14	-	11	34	783	11,620 89	
Middlesex,	2,458	219	2,589	992	892	144 00	55 31	18,970-8	9-6	-	60	329	9,590	75,766 60	
Nantucket,	12	1	13	2	2	120 00	33 86	100	10	-	1	3	113	1,200 00	
Norfolk,	766	90	760	342	284	112 78	61 66	6,136-16	9-7	-	23	113	3,038	38,013 35	
Plymouth,	542	63	605	262	208	101 05	45 74	4,548-1	9-7	-	20	78	2,139	22,318 14	
Suffolk,	1,978	247	1,771	1,312	1,222	212 82	67 99	17,477-14	10-3	-	14	215	6,302	49,680 00	
Worcester,	1,680	164	1,672	799	676	113 09	46 39	12,280-3	9-3	-	48	233	6,369	54,882 00	
Totals,	11,969	1,197	12,206	5,404	4,687	\$136 23	\$61 41	96,250-13	9-8	-	262	1,440	40,003	\$369,641 30	

RECAPITULATION — CONTINUED.

COUNTIES.	Amount raised by taxes and expended for schools — wages of teachers, transportation, fuel, care of area and schoolrooms — for 1898-99.	Expense for transportation, included also in the preceding column.	Expense of superintention, including clerical aid, by school committee.	Salary of superintendent or town's share of it.	Expense of books, stationery and school supplies.	Sundries (reports, censuses, etc.).	Amount expended for new schoolhouses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Barnstable,	\$82,556 34	\$6,918 57	\$1,564 15	\$5,361 59	\$7,077 23	\$2,262 01	\$3,440 00	\$1,565 35	\$4,883 33	\$108,713 10
Berkshire,	247,661 92	4,771 82	3,316 23	11,431 16	22,147 80	9,112 83	84,916 27	10,294 74	12,271 55	401,160 10
Bristol,	630,500 31	6,722 71	6,410 11	15,135 00	41,361 71	22,899 24	145,613 80	40,443 69	23,189 99	926,653 85
Dukes,	9,099 00	496 00	338 25	887 46	1,370 47	293 59	—	340 39	361 31	12,690 47
Essex,	945,049 15	7,377 63	8,880 73	23,958 05	76,556 62	19,970 25	92,895 47	37,992 41	62,362 63	1,256,765 21
Franklin,	107,792 78	8,390 12	1,537 62	6,831 76	11,048 99	2,906 74	6,670 75	1,613 46	3,886 76	142,288 84
Hampden,	533,383 32	4,374 10	7,167 96	16,094 08	60,071 34	28,616 76	478,025 47	33,666 83	24,218 54	1,171,252 80
Hampshire,	137,773 65	4,541 98	2,372 06	5,449 45	12,060 28	6,928 14	4,000 00	2,261 91	7,274 70	177,113 06
Middlesex,	1,570,796 57	29,788 64	12,229 46	48,078 86	127,387 60	86,069 98	860,244 73	56,487 94	88,336 20	3,149,630 34
Nantucket,	5,775 02	—	100 00	—	681 79	507 59	—	—	304 72	7,269 12
Norfolk,	544,839 92	15,213 60	5,673 33	24,394 30	45,706 94	23,652 35	136,363 90	27,759 11	20,262 01	828,461 86
Plymouth,	328,968 55	10,815 83	3,844 37	12,429 17	23,622 05	8,188 54	7,691 49	14,399 18	18,262 79	417,208 14
Suffolk,	2,353,651 92	2,719 97	67,445 28	8,500 00	91,627 54	68,302 08	641,071 28	46,372 68	258,138 81	3,537,109 59
Worcester,	963,858 70	25,278 25	6,903 92	32,327 89	79,768 31	66,238 14	231,784 96	18,208 82	56,631 34	1,489,622 07
Totals,	\$8,763,716 03	\$127,409 22	\$127,682 46	\$210,881 77	\$585,376 27	\$333,847 34	\$2,742,617 11	\$291,408 51	\$569,284 58	\$18,624,814 07

SCHOOL RETURNS.

lxxiii

RECAPITULATION — CONCLUDED.

COUNTIES.	Amount of voluntary contributions for public schools.	Amount of local funds, the income of which can be appropriated only for the support of public or private schools.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school fund payable Jan. 20, 1899.	How much of said fund was used for apparatus and books of reference.
					No. of academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of private schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Barnstable,	\$500 00	\$35,233 00	\$1,820 32	\$1,442 35	1	1	—	—	—	—	\$5,186 83	\$228 63
Berkshire,	261 15	14,159 00	862 29	2,430 85	3	34	\$500 00	12	1,865	\$13,733 00	11,084 92	342 66
Bristol,	163 25	261,476 00	13,684 34	9,266 03	3	209	14,459 46	28	8,065	18,500 00	5,009 08	53 20
Dukes,	100 00	—	—	512 70	1	—	—	—	—	—	2,335 15	30 95
Essex,	240 00	535,852 09	20,892 71	7,000 81	5	714	40,289 59	51	8,136	53,935 00	5,186 86	242 45
Franklin,	53 24	103,065 87	5,629 33	1,372 57	8	1,081	60,349 75	4	285	1,600 00	11,073 79	196 63
Hampden,	3,374 34	286,229 65	12,911 61	4,696 46	4	388	13,465 00	27	6,244	15,025 00	7,864 59	292 40
Hampshire,	114 00	117,142 50	6,345 10	2,798 14	3	210	8,895 00	8	1,010	75,800 00	8,196 11	10 68
Middlesex,	3,115 50	203,313 53	11,160 53	8,740 79	12	1,446	122,804 00	64	14,642	125,194 00	10,414 43	239 72
Nantucket,	—	37,000 00	2,000 00	264 00	1	—	—	—	—	—	—	—
Norfolk,	7,573 00	513,835 16	20,628 72	7,774 63	4	390	27,854 25	22	1,332	43,325 00	5,044 25	148 76
Plymouth,	60,776 75	298,696 48	13,483 06	6,161 66	5	217	2,814 50	7	830	7,325 00	6,649 78	103 33
Suffolk,	572 80	105,175 00	4,658 25	23,069 13	4	196	27,402 00	90	15,489	298,630 65	—	—
Worcester,	8,032 00	691,869 31	23,545 13	10,096 87	7	678	105,043 00	55	8,029	30,410 00	16,475 33	287 43
Totals,	\$84,876 03	\$3,103,047 59	\$137,609 39	\$85,625 99	56	5,523	\$423,876 54	368	65,937	\$683,477 65	\$94,621 12	\$2,174 84

EVENING SCHOOLS.

CITIES AND TOWNS.	No. of Schools.	ATTENDANCE.			TIME. No. of Evenings.	No. of Teachers.	Expense.
		Males.	Females.	Average.			
Beverly,	4	153	-	86	25	4	\$207 00
Boston,	193	7,411	3,858	4,002	92	209	87,834 41
Brockton,	12	224	114	105	76	13	1,527 91
Brookline,	5	88	89	97	65	6	1,393 60
Cambridge,	30	1,010	337	593	50	48	14,854 00
Chatham,	1	19	-	10	22	1	71 01
Chelsea,	7	281	158	133	50	14	1,504 44
Chicopee,	18	265	224	409	40	32	2,289 24
Clinton,	3	127	64	78	67	8	572 50
Dudley,	2	72	33	66	34	4	219 90
Easton,	1	19	16	24	60	1	331 71
Everett,	5	105	40	56	56	6	906 60
Fall River,	55	2,151	1,156	2,039	46	134	11,806 22
Fitchburg,	3	228	128	159	62	28	2,598 25
Frammingham,	1	122	35	74	51	7	870 35
Gardner,	4	109	2	64	44	12	863 73
Greenfield,	3	110	66	41	58	4	365 78
Haverhill,	17	292	126	282	58	30	2,742 50
Holden,	4	40	19	31	36	4	199 82
Holyoke,	47	436	432	574	40	55	4,526 75
Hyde Park,	3	103	27	53	62	4	672 01
Lawrence,	38	822	344	709	76	59	6,331 00
Lowell,	82	2,275	1,408	1,799	69	126	18,587 88
Lynn,	15	261	219	307	20	27	2,025 08
Malden,	9	319	151	159	68	15	3,370 60
Marlborough,	7	183	39	62	51	7	769 99
Medford,	6	142	49	38	56	6	1,129 85
Natick,	2	41	5	21	50	2	259 29
New Bedford,	34	1,502	708	889	40	69	6,813 80
Newburyport,	1	35	30	25	30	4	109 50
Newton,	2	209	88	84	32	9	873 61
North Adams,	14	286	111	305	40	18	1,600 00
Northampton,	4	61	33	61	53	6	606 80
North Attleborough,	1	28	2	17	35	2	126 00
Northbridge,	2	30	4	29	32	3	162 00
Pittsfield,	6	193	69	67	61	10	745 63
Quincy,	7	225	28	86	47	8	1,301 93
Salem,	12	354	324	219	69	26	4,000 00
Shirley,	1	26	6	20	44	1	150 00
Somerville,	12	533	194	238	52	23	3,619 00
Southbridge,	4	134	85	175	39	8	645 72
South Hadley,	2	46	27	34	40	4	315 15
Spencer,	4	18	8	23	45	4	248 50
Springfield,	37	902	513	573	97	42	9,104 04
Taunton,	9	247	100	221	36	20	1,742 00
Waltham,	9	186	114	175	54	12	1,802 69
Webster,	6	150	117	134	52	7	511 75
Westfield,	3	71	20	29	42	4	199 17
Woburn,	1	131	32	69	42	8	579 72
Worcester,	19	1,359	498	718	114	73	13,649 42
Totals,	767	24,154	12,250	16,262	2,580	1,227	\$217,738 85

SCHOOL RETURNS.

lxxv

RETURNS OF SCHOOLS IN STATE INSTITUTIONS FOR THE SCHOOL YEAR 1898-99.

STATE INSTITUTIONS.	No. of schools in the institution.	No. of different scholars of all ages during the year.	Average attendance during the year.	No. under 5 years of age attending school.	No. over 15 years of age attending school.	No. between 5 and 15 years of age remaining in the institution July 31, 1899.	NO. OF TEACHERS DURING THE YEAR.		WAGES OF TEACHERS PER MONTH.		Length of each school in months.
							Males.	Females.	Males.	Females.	
State Industrial School at Lancaster, . . .	6	301	167	-	126	39	-	6*	-	\$25 00†	12
Lyman School for Boys at Westborough, . .	9	515	295	-	119	166	3	13	\$70 00 to 100 00	60 00 to 110 00	10

* Also a teacher of gymnastics, \$200 per six months; and the supervisor of schools, \$375 per annum.

† And home.

GRADUATED TABLES — FIRST SERIES,

The following Table shows the sums appropriated by the several cities and towns in the State for the education of each child between five and fifteen years of age. The income of the surplus revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes; and these sums constitute the amount reckoned as appropriations. The income of such school funds as were given and are held on the express condition that their income shall be appropriated to schools is not included. Such an appropriation of their income, being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any fund to its public schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such appropriation is as really a contribution to common schools as an equal sum raised by taxes. On this account the surplus revenue and sometimes other funds are to be distinguished from local school funds as generally held. The income of the one *may* be appropriated to schools, or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to school funds.

Voluntary contributions are not included in the amount which is divided in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular schools, or classes of scholars, and not to benefit equally all that attend the public schools. Still the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1898-99, also its rank in a similar scale for 1897-98. It presents the sum appropriated to each child between five and fifteen.

SCHOOL RETURNS.

lxxvii

GRADUATED TABLES—(FOR THE STATE)—FIRST SERIES.

Table showing the Comparative Amount of Money appropriated by the Different Towns in the State for the Education of each Child in the Town between the Ages of 5 and 15 Years.

For 1887-88.	For 1888-89.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of funds, with dog tax, appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount of voluntary contributions for public schools.
1	1	Weston, .	\$50 73.2	\$10,603 08	-	\$10,603 08	209	-
6	2	Milton, .	42 80.5	47,000 00	-	47,000 00	1,098	-
2	3	Nabant, .	41 66.6	4,708 31	-	4,708 31	113	-
4	4	Brookline, .	38 93.2	106,712 85	\$2,415 21	109,128 06	2,803	\$1,035 00
7	5	Hull, .	35 28.6	5,500 00	-	5,500 00	166	-
26	6	Princeton, .	33 30.9	3,000 00	164 42	3,164 42	96	-
8	7	Falmouth, .	32 96.4	13,021 05	206 91	13,021 05	396	-
5	8	Sudbury, .	31 45.5	5,926 82	-	6,133 73	196	-
10	9	Lincoln, .	30 38.5	4,861 74	-	4,861 74	160	-
11	10	Cohasset, .	30 32.4	11,511 81	223 83	11,735 64	387	-
8	11	Westwood, .	29 80.0	4,946 93	-	4,946 93	166	-
21	12	Manchester, .	29 34.9	8,668 02	-	8,668 02	285	-
14	13	Newton, .	28 57.4	147,707 36	2,564 74	160,272 10	5,259	-
16	14	Lexington, .	28 28.7	16,661 13	-	16,661 13	589	-
15	15	Medford, .	28 01.6	77,997 72	-	77,997 72	2,784	900 00
13	16	Wellesley, .	27 65.3	18,500 00	-	18,500 00	669	-
20	17	Hingham, .	27 17.8	16,291 19	1,187 54	17,478 73	642	-
25	18	Boston, .	26 83.7	2,213,968 52	16,127 08	2,230,095 60	83,087	-
23	19	Barnstable, .	26 66.6	16,356 11	356 79	16,713 90	627	-
9	20	Tyngsborough, .	26 35.2	2,371 75	-	2,371 75	90	-
12	21	Belmont, .	25 98.6	12,863 40	-	12,863 40	495	370 00
32	22	Wallingford, .	25 33.4	3,000 00	65 46	3,065 46	121	-

Showing the Comparative Amount of Money appropriated by the Different Towns in the State — Continued.

For 1897-98.	For 1898-99.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of funds, with dog tax, appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount of voluntary contributions for public schools.
22	23	Dedham, .	\$25 12.9	\$31,186 08	-	\$31,186 08	1,241	-
36	24	Melrose, .	24 98.9	64,677 00	-	64,677 00	2,188	-
19	25	Concord, .	24 95.3	18,066 65	-	18,066 65	724	-
114	26	Ashland, .	24 33.8	6,887 75	\$769 78	6,887 75	283	\$150 00
63	27	Easton, .	24 28.3	20,502 58	-	21,272 36	876	2,974 34
34	28	Springfield, .	24 11.9	221,944 39	-	221,944 39	9,202	800 50
18	29	Arlington, .	23 40.9	30,292 08	-	30,292 08	1,294	-
76	30	Wayland, .	23 27.6	9,306 06	74 39	9,380 45	403	-
33	31	Malden, .	23 24.2	129,463 00	-	129,463 00	5,570	-
31	32	Shelburne, .	23 20.8	4,747 38	103 10	4,850 48	209	-
60	33	Merrimac, .	23 19.5	8,960 32	178 90	9,139 22	394	-
137	34	Deerfield, .	23 19.2	5,775 00	-	5,775 00	249	-
45	35	Arlington, .	23 09.3	16,327 32	-	16,327 32	707	375 25
51	36	Winchester, .	22 82.4	25,539 83	46 00	25,585 83	1,121	-
24	37	Bridgewater, .	22 72.8	13,681 86	418 89	14,000 75	616	-
35	38	Longmeadow, .	22 72.7	2,500 00	-	2,500 00	110	25 00
29	39	Petersham, .	22 48.8	2,050 00	176 35	2,226 35	99	-
46	40	Winthrop, .	22 28.6	18,342 89	311 05	18,653 94	837	-
67	41	Dalton, .	22 25.7	11,863 00	-	11,863 00	533	-
64	42	West Boylston, .	22 23.7	8,717 29	-	8,717 29	392	-
28	43	Cambridge, .	22 16.6	309,533 99	1,691 00	311,224 99	14,036	500 00
86	44	Yarmouth, .	22 13.7	4,100 00	150 44	4,250 44	192	-
72	45	Acton, .	22 13.5	5,630 00	213 75	5,843 75	264	-
42	46	Orleans, .	22 09.2	4,131 26	-	4,131 26	187	-
68	47	Hopedale, .	22 06.1	5,316 78	-	5,316 78	241	-
145	48	Swansea, .	21 83.6	4,235 07	382 35	4,617 42	211	-
71	49	Upton, .	21 81.8	5,800 00	352 69	6,152 69	282	112 00
83	50	Medfield, .	21 71.5	4,366 85	-	4,366 85	201	-
41	51	Somerville, .	21 71.4	213,778 08	-	213,778 08	9,845	-
49	52	Mattapoisett, .	21 69.0	2,863 18	-	2,863 18	132	60,000 00
27	53	Littleton, .	21 64.8	4,028 00	181 83	4,209 83	194	-

SCHOOL RETURNS.

lxxix

80	54	Dover,	21 56.3	2,243 97	171 09	2,415 06	112	-
81	55	Sandwich,	21 56.1	4,543 55	200 00	4,743 55	220	-
82	56	Tisbury,	21 44.9	2,500 00	245 56	2,745 56	128	-
83	57	Watertown,	21 26.3	28,918 74	-	28,918 74	1,360	-
84	58	Framingham,	21 22.6	38,570 35	1,399 18	39,969 53	1,883	-
85	59	Hanover,	21 18.5	6,971 70	229 77	6,101 47	238	-
86	60	Worcester,	21 15.5	407,364 76	-	407,364 76	19,266	-
87	61	Sterling,	21 09.7	3,750 00	364 04	4,114 04	195	-
88	62	Southborough,	21 08.9	6,607 53	139 16	6,746 69	320	-
89	63	Brookton,	20 91.3	131,392 54	-	131,392 54	6,281	-
90	64	Holliston,	20 84.6	9,151 52	-	9,151 52	439	-
91	65	Bellingham,	20 63.4	3,818 30	246 78	4,065 08	197	-
92	66	Sunderland,	20 62.0	1,900 00	58 92	1,958 92	95	-
93	67	Hopkinton,	20 55.0	9,089 00	426 93	9,515 93	463	-
94	68	Greenfield,	20 52.2	26,350 97	-	26,350 97	1,284	-
95	69	Bourne,	20 47.8	6,327 90	-	6,327 90	309	-
96	70	Weymouth,	20 24.1	37,946 42	775 24	38,721 66	1,913	600 00
97	71	Plymouth,	20 18.8	27,738 86	-	27,738 86	1,374	-
98	72	Bedford,	20 16.7	3,991 20	-	3,991 20	198	60 00
99	73	Westford,	20 11.3	7,100 00	-	7,100 00	363	-
100	74	Shutesbury,	20 09.7	858 25	66 83	925 08	46	-
101	75	Marshallfield,	20 09.7	4,616 99	306 87	4,923 86	245	-
102	76	Whitman,	20 06.2	17,290 82	1,166 24	18,457 06	920	-
103	77	Mendon,	19 56.7	2,297 78	1,180 66	2,478 44	124	-
104	78	Westfield,	19 54.6	38,331 79	-	38,631 01	1,867	-
105	79	Reading,	19 58.6	16,804 48	-	16,804 48	945	-
106	80	Wrentham,	19 51.1	8,456 00	-	8,915 13	450	-
107	81	Warren,	19 50.7	11,013 18	459 13	11,013 18	556	-
108	82	Westborough,	19 47.6	12,795 49	-	12,795 49	649	-
109	83	Amherst,	19 41.5	13,031 62	-	13,031 62	661	-
110	84	Barre,	19 64.1	6,100 00	342 55	6,442 55	328	-
111	85	Lancaster,	19 57.0	8,141 37	-	8,141 37	416	-
112	86	Norwell,	19 46.9	3,900 00	246 96	4,146 96	213	-
113	87	Shrewsbury,	19 46.0	4,709 42	-	4,709 42	242	-
114	88	Brainerd,	19 43.1	17,861 64	656 19	18,517 83	953	-
115	89	Needham,	19 38.6	12,795 38	-	12,795 38	660	-
116	90	Walpole,	19 35.3	10,600 00	492 80	10,992 80	568	-
117	91	Lowell,	19 33.6	251,148 57	-	251,148 57	12,989	-
118	92	Stoneham,	19 28.4	18,204 60	-	18,204 60	944	-
119	93	Whately,	19 27.7	1,800 00	-	1,800 00	83	-

Showing the Comparative Amount of Money appropriated by the Different Towns in the State — Continued.

For 1897-98.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of funds, with dog tax, appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount of voluntary contributions for public schools.
For 1898-99.							
117	Swampscott,	\$19 24.5	\$12,933 25	-	\$12,933 25	672	-
105	Leominster,	19 21.9	31,634 93	-	31,634 93	1,646	-
92	Canter,	19 21.1	14,630 00	\$631 84	15,061 84	784	\$466 00
174	Hunbarston,	19 19.5	3,340 00	-	3,340 00	174	-
103	Stockbridge,	19 11.4	8,334 07	-	8,334 07	436	-
94	Lynn,	19 00.1	200,254 15	-	200,254 15	10,539	-
186	Norfolk,	19 00.0	2,250 00	144 00	2,394 00	126	-
81	Groton,	18 94.3	7,350 00	-	7,350 00	388	-
275	Middleton,	18 91.7	2,125 25	-	2,125 25	138	-
39	North Reading,	18 83.2	2,680 00	485 33	2,680 00	137	-
100	Haverhill,	18 82.7	111,138 72	-	111,138 72	5,903	-
104	Lenox,	18 80.4	10,420 96	-	10,420 96	553	-
57	Cottage City,	18 77.5	3,500 00	123 59	3,623 59	193	-
40	Norwood,	18 76.9	17,699 51	-	17,699 51	943	-
160	North Andover,	18 75.8	13,674 87	-	13,674 87	729	-
125	Andover,	18 73.3	2,400 00	72 78	2,472 78	132	-
65	Ashfield,	18 55.0	77,448 66	-	77,448 66	4,175	-
91	Everett,	18 52.9	38,838 55	-	38,838 55	2,098	-
147	Hyde Park,	18 50.4	29,200 58	-	29,200 58	1,878	-
142	Natick,	18 49.9	8,100 00	501 09	9,601 09	519	-
78	Foxborough,	18 43.8	89,422 14	-	89,422 14	3,765	-
128	Waltham,	18 42.1	35,378 50	911 00	36,289 50	1,970	50 00
90	Revere,	18 33.3	18,735 51	-	18,735 51	1,022	-
84	Marblehead,	18 31.4	13,679 38	276 38	13,955 76	762	-
122	Great Barrington,	18 30.1	87,999 54	2,172 50	90,172 04	4,927	-
141	Norton,	18 25.5	4,000 00	381 28	4,381 28	240	-
202	Andover,	18 22.0	19,258 96	-	19,258 96	1,057	240 00
77	Pepperell,	18 20.9	11,199 00	-	11,199 00	615	-
120	Townsend,	18 11.9	4,874 19	-	4,874 19	269	-
149	Selma,	18 03.5	6,700 00	243 85	6,943 85	385	-
194	South Hadley,	18 01.9	10,930 61	854 13	11,784 74	684	-

SCHOOL RETURNS.

lxxxii

88	125	Randolph,	18 01.8	10,422 96	424 28	10,847 24	602	-
129	126	Duxbury,	18 01.4	4,000 00	269 38	4,269 38	237	-
87	127	Danvers,	18 01.3	24,638 00	544 89	25,182 89	1,398	-
93	128	Kingston,	17 92.9	5,195 34	183 39	5,378 73	300	101 50
107	129	Wakefield,	17 84.2	28,905 09	-	28,905 09	1,620	-
135	130	Quincy,	17 83.9	84,660 00	-	84,660 00	4,745	-
308	131	Royalston,	17 76.7	2,327 12	107 05	2,434 17	137	-
126	132	Monson,	17 75.9	10,041 76	436 49	10,478 25	690	-
231	133	Oakham,	17 75.9	1,200 00	214 09	1,414 09	80	-
148	134	Chatham,	17 62.1	4,274 61	95 56	4,370 17	248	-
289	135	Lynnfield,	17 69.2	1,970 39	-	1,970 39	112	-
166	136	Salem,	17 67.0	104,007 13	2,854 49	106,861 62	6,082	-
151	137	Sherborn,	17 64.0	3,083 45	126 54	3,210 00	183	-
30	138	Dunstable,	17 40.1	1,044 06	-	1,044 06	60	-
138	139	Easthampton,	17 37.6	14,136 14	251 71	14,387 85	828	-
106	140	Fitchburg,	17 37.4	96,026 36	-	96,026 36	5,527	-
101	141	North Attleborough,	17 32.3	21,134 84	-	21,134 84	1,220	-
178	142	Milford,	17 30.0	22,161 96	-	22,161 96	1,231	-
119	143	Middleborough,	17 29.6	17,659 25	-	17,659 25	1,021	-
163	144	Wilmington,	17 25.9	4,701 94	-	4,849 97	281	-
132	145	Boxford,	17 20.4	1,600 00	148 03	1,600 00	93	-
121	146	Barnardston,	17 14.7	1,941 75	98 75	2,040 50	119	-
70	147	Leicester,	17 13.8	9,239 98	443 40	9,683 38	565	-
144	148	Raynham,	17 09.9	3,900 00	239 43	4,139 43	245	-
152	149	Rockland,	16 88.6	16,160 30	-	16,160 30	967	-
69	150	Phillipston,	16 85.9	900 00	111 55	1,011 55	60	-
262	151	Northbridge,	16 84.3	19,111 41	662 12	19,673 53	1,168	-
164	152	Hudson,	16 81.6	16,122 71	264 67	16,387 38	915	137 00
205	153	West Stockbridge,	16 79.3	3,400 00	227 33	3,627 33	216	-
200	154	Orange,	16 78.4	16,190 18	-	16,190 18	905	-
104	155	Burlington,	16 77.0	1,600 00	76 38	1,676 38	94	8 00
203	156	Williamstown,	16 76.9	13,983 88	-	13,983 88	810	-
190	157	Athol,	16 74.8	17,085 10	333 00	17,418 10	1,040	-
206	158	Billerica,	16 71.2	7,927 38	294 12	8,221 50	468	-
188	159	Northborough,	16 67.8	6,387 88	-	6,387 88	383	-
220	160	West Tisbury,	16 66.6	750 00	-	750 00	45	100 00
245	161	Nantucket,	16 63.6	5,776 02	264 00	6,039 02	363	-
162	162	Shirley,	16 60.8	3,820 00	-	3,820 00	230	-
175	163	Beverly,	16 59.9	34,096 09	447 21	34,543 30	2,081	-
123	164	Dracut,	16 61.8	8,262 12	330 60	8,622 72	622	-

Showing the Comparative Amount of Money appropriated by the Different Towns in the State—Continued.

For 1897-98.	For 1898-99.	TOWNS.	Sum appropriated by towns for each child between 5 and 10 yrs. of age.	Amount raised by taxes for the support of schools.	Income of funds, with dog tax, appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount of voluntary contributions for public schools.
136	165	Blackstone,	\$16 50.3	\$13,500 00	-	\$13,500 00	818	-
154	166	Millis,	16 60.2	3,251 05	-	3,251 05	197	\$75 00
204	167	Gloucester,	16 42.6	65,113 32	-	65,113 32	3,964	-
310	168	Otis,	16 41.5	1,000 00	\$34 18	1,034 18	63	-
191	169	Mansfield,	16 39.1	9,991 99	416 73	10,408 72	635	-
162	170	Franklin,	16 36.3	11,694 26	580 15	12,174 40	744	-
180	171	Cheshire,	16 35.9	2,800 00	79 23	2,879 23	176	-
113	172	Topsfield,	16 32.0	2,338 62	125 78	2,464 40	151	-
254	173	Hampden,	16 31.8	1,300 00	136 06	1,436 06	85	-
170	174	Uxbridge,	16 30.9	9,525 00	-	9,525 00	684	-
177	175	Georgetown,	16 21.7	6,514 00	-	6,514 00	340	-
172	176	Saugus,	16 18.7	15,507 82	-	15,507 82	958	-
109	177	Brookfield,	16 16.7	7,489 11	400 39	7,889 50	488	-
225	178	Granby,	16 07.1	1,800 00	-	1,800 00	112	-
208	179	West Bridgewater,	16 07.1	4,676 83	-	4,676 83	291	-
187	180	Holyoke,	16 04.9	146,578 69	1,594 88	148,173 47	9,232	-
217	181	Chelmsford,	16 02.7	8,536 97	470 25	9,007 22	562	-
171	182	Northampton,	16 00.4	45,461 67	983 89	46,445 56	2,902	-
157	183	Grafton,	16 00.4	14,500 00	-	14,500 00	906	-
146	184	Northfield,	15 88.6	3,100 00	188 49	3,288 49	207	-
165	185	Brewster,	15 88.2	2,571 17	81 37	2,652 54	167	-
99	186	West Springfield,	15 85.5	23,767 66	-	23,767 66	1,499	-
317	187	Russell,	15 82.7	2,200 00	-	2,200 00	139	-
185	188	Holbrook,	15 82.0	7,071 79	-	7,071 79	447	-
185	189	Hanson,	15 76.8	3,100 00	164 12	3,264 12	207	-
193	190	Chelsea,	15 70.2	87,962 01	6,720 00	93,682 01	5,966	522 80
218	191	Gardner,	15 69.2	29,203 02	-	29,203 02	1,861	6,750 00
161	192	Medway,	15 68.6	7,200 00	-	7,200 00	459	-
189	193	East Bridgewater,	15 61.0	7,250 06	383 60	7,633 66	489	-
189	194	Holden,	15 55.5	7,032 74	325 08	7,357 82	473	-
216	195	Wareham,	15 53.4	7,900 00	441 84	8,341 84	537	-

SCHOOL RETURNS.

lxxxiii

264	196	Paxton.	15 53.3	886 68	54 05	940 73	67
234	197	Buckland.	15 51.9	3,936 37	98 76	4,036 12	280
176	198	Attleborough.	15 51.4	26,500 00	921 31	26,421 31	1,703
163	199	Fairhaven.	15 45.1	8,879 64	468 51	9,348 15	606
116	200	Dighton.	15 38.0	3,800 00	162 84	3,962 84	267
167	201	Palmer.	15 35.0	18,407 74	619 52	18,927 26	1,233
156	202	Sharon.	15 32.4	4,000 00	183 00	4,183 00	271
266	203	Plymouth.	15 28.4	800 00	86 50	886 50	58
204	204	Ware.	15 26.8	22,199 82	-	22,199 82	1,454
207	205	Ipswich.	15 24.5	11,649 45	440 23	12,089 68	793
196	206	Peabody.	15 23.3	29,631 30	632 01	30,163 31	1,980
179	207	Abby.	15 21.3	2,053 85	-	2,053 85	135
214	208	Hinsdale.	15 19.4	3,680 07	-	3,680 07	242
192	209	Pittsfield.	15 11.7	62,255 29	-	62,255 29	4,118
274	210	New Bedford.	15 10.4	166,642 97	1,255 46	167,798 43	11,109
158	211	Conway.	15 09.6	3,200 00	90 85	3,290 85	219
143	212	Blandford.	15 00.0	1,600 00	140 10	1,740 10	116
227	213	Newbury.	14 95.2	3,513 82	-	3,513 82	235
201	214	Bolton.	14 90.8	1,982 80	-	1,982 80	133
181	215	West Brookfield.	14 83.6	3,338 31	-	3,338 31	225
219	216	Lawrence.	14 82.1	149,476 02	-	149,476 02	10,055
124	217	Avon.	14 80.6	3,962 99	-	3,962 99	289
197	218	Westminster.	14 67.8	2,965 08	-	2,965 08	202
258	219	Charlemont.	14 61.2	2,300 00	96 50	2,396 50	164
195	220	Ayer.	14 59.8	5,800 00	200 07	6,000 07	411
186	221	Oxford.	14 59.2	6,114 34	-	6,114 34	419
239	222	Monroe.	14 58.3	700 00	-	700 00	48
211	223	Woburn.	14 54.1	45,600 64	190 18	45,600 64	3,136
237	224	Marion.	14 50.4	2,000 00	-	2,190 18	151
269	225	Hadley.	14 50.0	3,654 03	-	3,654 03	252
318	226	Windsor.	14 44.0	1,125 00	44 70	1,169 70	81
241	227	North Adams.	14 43.3	58,738 20	928 90	59,667 10	4,134
242	228	Wilbraham.	14 42.8	3,910 00	-	3,910 00	271
229	229	Hamilton.	14 23.9	3,219 43	226 42	3,445 85	242
260	230	Montague.	14 23.6	19,375 73	-	19,375 73	1,361
173	231	West Newbury.	14 22.8	3,357 92	-	3,357 92	286
209	232	Lee.	14 20.9	9,122 37	-	9,122 37	642
222	233	Songhton.	14 20.6	12,402 59	-	12,402 59	873
234	234	Ashturnham.	14 18.1	4,800 00	-	4,800 00	342
263	235	Marlborough.	14 14.8	45,616 39	-	45,616 39	3,217
							1,000 00

Showing the Comparative Amount of Money appropriated by the Different Towns in the State — Continued.

Rank	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of funds, with dog tax, appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount of voluntary contributions for public schools.
246	Harwich, .	\$14 14.8	\$5,000 00	\$192 56	\$5,192 56	367	-
212	Rowe, .	14 02.6	975 37	48 55	1,023 92	73	-
262	Templeton, .	14 02.3	6,450 00	281 14	6,731 14	480	-
199	Tewksbury, .	14 02.1	6,576 00	-	6,576 00	469	-
131	Dennis, .	13 94.7	6,151 80	166 60	6,318 40	453	-
229	Methuen, .	13 89.6	16,801 14	778 54	17,679 68	1,265	-
182	Carver, .	13 85.7	2,200 00	155 78	2,355 78	170	-
189	Sturbridge, .	13 78.8	4,148 58	277 51	4,426 09	321	-
243	Dartmouth, .	13 77.8	7,350 00	434 72	7,784 72	565	-
243	Lanenburg, .	13 76.4	2,725 29	-	2,725 29	198	-
232	Groveland, .	13 67.9	5,512 72	-	5,512 72	403	-
233	Somerset, .	13 66.8	4,749 86	293 95	5,043 81	369	-
267	Hardwick, .	13 66.6	4,717 25	1,866 18	6,573 43	481	-
214	Greenwich, .	13 61.8	980 55	-	980 55	72	-
221	Maynard, .	13 58.6	8,016 51	-	8,016 51	690	-
228	Ludlow, .	13 58.0	6,911 50	141 16	7,052 66	619	-
251	New Braintree, .	13 55.5	1,045 16	107 05	1,152 21	85	-
286	Stow, .	13 47.9	1,600 00	125 40	1,725 40	128	-
253	Provincetown, .	13 47.7	10,000 00	-	10,000 00	742	-
255	Pembroke, .	13 46.5	2,830 00	107 33	2,937 33	181	-
251	Edgartown, .	13 33.8	1,700 00	127 36	1,827 36	137	-
233	Spencer, .	13 28.7	22,828 96	344 24	23,173 20	1,744	-
271	Sheffield, .	13 27.8	2,681 61	368 41	3,050 02	305	-
216	Granville, .	13 23.6	2,785 31	87 06	2,872 37	217	-
226	Rockport, .	13 23.2	9,580 43	-	9,580 43	724	-
250	Hatfield, .	13 22.7	3,201 11	-	3,201 11	242	-
262	Clinton, .	13 22.5	30,776 20	-	30,776 20	2,327	-
263	Adams, .	13 21.5	28,072 55	-	28,072 55	2,135	-
247	Chesterfield, .	13 01.8	1,000 00	41 24	1,041 24	80	-
276	Washington, .	12 58.7	900 00	-	900 00	70	-
168	Eastham, .	12 56.7	900 00	-	900 00	70	-
230							\$50 00

SCHOOL RETURNS.

lxxxv

301	267	Salisbury .	12 88.5	2,832 42	112 49	2,964 91	231
249	268	Essex, .	12 77.3	3,500 00	-	3,500 00	274
261	269	Colrain, .	12 75.1	3,697 46	89 87	3,787 33	297
262	270	Milbury, .	12 70.6	11,461 52	-	11,461 52	902
264	271	Andam, .	12 60.3	3,225 00	354 38	3,579 38	284
264	272	Newburyport, .	12 66.2	27,423 14	-	27,423 14	2,183
210	273	Westport, .	12 61.4	6,044 43	-	6,044 43	483
277	274	Rutland, .	12 50.2	2,252 72	85 32	2,338 04	187
263	275	Boxborough, .	12 50.0	850 00	-	850 00	68
267	276	Florida, .	12 34.5	1,000 00	-	1,000 00	81
272	277	Chicopee, .	12 26.8	35,296 03	-	35,296 03	2,877
278	278	Harvard, .	12 21.1	3,087 42	-	3,087 42	139
268	279	Brimfield, .	12 20.4	1,550 00	-	1,550 00	127
287	280	Fall River, .	12 18.6	244,921 19	-	244,921 19	20,100
309	281	Wenham, .	12 07.2	1,817 50	174 52	1,992 02	165
282	282	Prescott, .	12 03.0	535 00	66 54	601 54	50
248	283	Montgomery, .	11 90.1	600 00	42 67	642 67	54
223	284	North Brookfield, .	11 86.3	11,272 55	531 85	11,804 40	995
319	285	New Salem, .	11 77.5	1,600 00	101 49	1,601 49	136
279	286	Douglas, .	11 74.4	6,191 01	-	6,191 01	442
320	287	Williamsburg, .	11 70.0	4,500 00	133 59	4,633 59	396
273	288	Enfield, .	11 65.0	2,400 00	-	2,400 00	206
304	289	Halifax, .	11 62.7	1,000 00	-	1,000 00	86
256	290	Carlisle, .	11 62.7	1,000 00	-	1,000 00	86
291	291	Freetown, .	11 60.8	19,362 41	251 71	19,362 41	1,668
213	292	Amesbury, .	11 64.7	2,000 00	-	2,251 71	196
265	293	Boylston, .	11 63.8	1,650 00	-	1,650 00	143
236	294	Mashpee, .	11 62.8	579 89	66 05	645 94	56
311	295	Agawam, .	11 39.1	6,340 44	-	6,340 44	550
298	296	Acushnet, .	11 31.4	1,848 20	190 90	2,039 10	179
288	297	Rowley, .	11 25.9	2,217 72	-	2,217 72	186
292	298	Rehoboth, .	11 17.2	3,300 00	415 68	3,715 68	330
240	299	Charlton, .	11 06.8	3,249 47	348 18	3,597 65	322
296	300	Gill, .	11 02.9	1,600 00	65 52	1,665 52	131
291	301	Truro, .	10 53.1	9,412 39	-	9,412 39	861
306	302	Winchendon, .	10 76.9	700 00	-	700 00	65
293	303	Leyden, .	10 70.3	600 00	31 49	631 49	59
183	304	Tyringham, .	10 62.6	600 00	-	600 00	57
307	305	Tolland, .	10 47.5	1,875 00	10 50	1,885 50	180
225	306	Lanesborough, .	10 47.5	1,875 00	-	1,885 50	180
							225 00
							13 25
							200 00

Showing the Comparative Amount of Money appropriated by the Different Towns in the State—Concluded.

For 1897-98.	For 1898-99.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of funds, with dog tax, appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount of voluntary contributions for public schools.
333	307	Becket,	\$10 45.4	\$1,700 00	\$56 38	\$1,756 38	168	-
334	308	Chilmark,	10 35.9	450 00	16 19	466 19	46	-
335	309	Berkley,	10 32.2	1,600 00	-	1,600 00	186	-
336	310	Monterey,	10 31.7	800 00	46 05	846 05	82	-
337	311	Seekonk,	10 26.5	2,200 00	468 98	2,668 98	260	-
338	312	Southbridge,	10 01.1	16,870 21	-	16,870 21	1,635	-
339	313	Richmond,	9 86.8	1,600 00	-	1,600 00	162	-
340	314	Wales,	9 85.9	1,528 21	-	1,528 21	155	-
341	315	Huntington,	9 78.7	2,625 00	125 40	2,750 40	281	-
342	316	Holland,	9 78.2	225 00	-	225 00	23	-
343	317	Belchertown,	9 66.3	4,600 00	-	4,600 00	476	-
344	318	Heath,	9 58.8	875 00	55 07	930 07	97	-
345	319	Sutton,	9 55.8	5,350 00	462 00	5,812 00	608	-
346	320	East Longmeadow,	9 53.1	3,200 00	136 12	3,336 12	350	-
347	321	New Marlborough,	9 44.9	1,964 97	106 07	2,060 04	218	-
348	322	Warwick,	9 40.1	1,100 00	-	1,100 00	117	-
349	323	Lakeville,	9 34.7	1,222 29	207 88	1,430 17	153	-
350	324	Middlefield,	9 33.7	800 00	31 00	831 00	89	\$48 24
351	325	Savoy,	9 30.4	800 00	46 70	846 70	91	-
352	326	Westhampton,	9 25.9	1,000 00	-	1,000 00	108	-
353	327	Sandisfield,	9 19.2	1,050 00	108 20	1,158 20	126	-
354	328	Rochester,	9 15.6	1,800 00	201 64	1,991 64	164	-
355	329	Hancock,	9 14.6	750 00	-	750 00	82	-
356	330	Alford,	9 09.0	300 00	-	300 00	33	-
357	331	Chester,	9 03.2	2,475 00	-	2,475 00	274	-
358	332	Berlin,	9 03.0	1,200 00	82 40	1,282 40	142	-
359	333	Erving,	8 91.7	2,024 25	-	2,024 25	227	-
360	334	New Ashford,	8 75.0	175 00	-	175 00	20	-
361	335	Egremont,	8 72.7	966 14	38 50	1,003 64	115	-
362	336	Dana,	8 49.0	900 00	-	900 00	106	-
363	337	Peru,	8 39.7	500 00	20 63	520 63	62	-

SCHOOL RETURNS.

lxxxvii

306	Dudley, .	8 33.0	5,320 36	277 76	5,598 12	672	820 00
339	Worthington, .	8 26.6	1,018 00	197 22	1,216 22	147	-
337	Southampton, .	8 18.1	1,800 00	-	1,800 00	220	50 00
338	Webster, .	7 95.9	12,269 21	818 26	13,077 47	1,643	50 00
315	Hawley, .	7 66.0	515 08	59 42	574 50	75	-
328	Southwick, .	7 58.1	1,300 00	163 18	1,463 18	193	-
342	Leverett, .	7 46.7	859 90	81 00	940 90	126	-
344	Wendell, .	7 46.0	720 07	62 20	782 27	105	5 00
349	Felham, .	7 36.2	600 00	76 47	676 47	92	-
343	Plainfield, .	6 62.9	500 00	36 95	536 95	81	-
348	Goshen, .	6 06.0	400 00	-	400 00	66	24 00
349	Gosnold, .	5 55.5	100 00	-	100 00	18	-
351	Mount Washington, .	5 45.5	150 00	8 20	158 20	29	-
347	Cummington, .	4 76.1	600 00	-	600 00	126	-
352	Clarksburg, .	3 76.9	905 83	-	905 93	241	-
353	Gay Head, .	3 00.0	99 00	-	99 00	33	-

GRADUATED TABLES — (COUNTY TABLES) — FIRST SERIES.

Table showing the Comparative Amount of Money appropriated by the Different Towns in each of the Counties in the State for the Education of each Child in the Town between the Ages of 5 and 15 Years.

BARNSTABLE COUNTY.

For 1897-98.	For 1898-99.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of funds, with dog tax, appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount of voluntary contributions for public schools.
1	1	Falmouth,	\$32 96.4	\$13,021 05	-	\$13,021 05	395	-
2	2	Barnstable,	26 65.6	16,355 11	\$358 79	16,713 90	627	-
3	3	Wellfleet,	23 33.4	3,000 00	65 46	3,065 46	121	-
4	4	Yarmouth,	22 13.7	4,100 00	150 44	4,250 44	192	\$500 00
5	5	Orleans,	23 09.2	4,131 26	-	4,131 26	187	-
6	6	Sandwich,	21 56.1	4,543 55	200 00	4,743 55	220	-
7	7	Bourne,	20 47.8	6,327 90	-	6,327 90	309	-
8	8	Chatham,	17 62.1	4,274 61	95 56	4,370 17	248	-
9	9	Brewster,	15 88.2	2,571 17	81 37	2,652 54	167	-
10	10	Harwich,	14 14.8	5,000 00	192 56	5,192 56	367	-
11	11	Dennis,	13 94.7	6,151 80	166 60	6,318 40	453	-
12	12	Provincetown,	13 47.7	10,000 00	-	10,000 00	742	-
13	13	Eastham,	12 85.7	900 00	-	900 00	70	-
14	14	Mashpee,	11 53.4	579 89	66 05	645 94	56	-
15	15	Truro,	11 02.9	1,600 00	65 52	1,665 52	151	-

BERKSHIRE COUNTY.

2	1	Dalton,	\$22 25.7	\$11,863 00	-	\$11,863 00	533	-
3	2	Stockbridge,	19 11.4	8,334 07	-	8,334 07	436	-
1	3	Lenox,	18 80.4	10,420 96	-	10,420 96	653	-
4	4	Great Barrington,	18 31.4	13,679 38	\$276 38	13,955 76	762	-

SCHOOL RETURNS.

lxxxix

10	5	West Stockbridge,	16 79.3	3,400 00	227 38	3,627 33	216	-
9	6	Williamstown,	16 76.9	13,583 38	-	13,583 38	810	-
19	7	Otis,	16 41.5	1,000 00	34 18	1,034 18	63	-
6	8	Cheshire,	16 35.9	2,800 00	79 23	2,879 23	176	-
12	9	Hinsdale,	15 12.4	3,660 07	-	3,660 07	242	-
8	10	Pittsfield,	15 11.7	62,255 29	-	62,255 29	4,118	\$200 00
21	11	Windsor,	14 44.0	1,125 00	44 70	1,169 70	81	-
14	12	North Adams,	14 43.3	58,738 20	928 90	59,667 10	4,134	-
11	13	Lee,	14 20.9	9,122 37	-	9,122 37	642	61 15
16	14	Sheffield,	13 27.8	3,681 61	368 41	4,050 02	305	-
15	15	Adams,	13 14.8	28,072 55	-	28,072 55	2,185	-
6	16	Washington,	12 85.7	900 00	-	900 00	70	-
17	17	Florida,	12 34.5	1,000 00	-	1,000 00	81	-
7	18	Tyringham,	10 70.3	1,600 00	31 49	1,631 49	59	-
13	19	Lanesborough,	10 47.5	1,875 00	10 60	1,885 60	180	-
23	20	Becket,	10 45.4	1,700 00	56 38	1,756 38	168	-
29	21	Monterey,	10 31.7	800 00	46 05	846 05	82	-
18	22	Richmond,	9 86.8	1,500 00	-	1,500 00	152	-
28	23	New Marlborough,	9 44.9	1,934 97	105 07	2,040 04	218	-
26	24	Savoy,	9 30.4	1,800 00	46 70	1,846 70	91	-
24	25	Sandisfield,	9 19.2	1,050 00	108 20	1,158 20	126	-
22	26	Hancock,	9 14.6	750 00	-	750 00	82	-
20	27	Alford,	9 09.0	300 00	-	300 00	33	-
30	28	New Ashford,	8 75.0	175 00	-	175 00	20	-
27	29	Egremont,	8 72.7	965 14	38 50	1,003 64	115	-
23	30	Peru,	8 39.7	500 00	20 63	520 63	62	-
31	31	Mount Washington,	5 45.5	150 00	8 20	158 20	29	-
32	32	Clarksburg,	3 75.9	905 93	-	905 93	241	-

BRISTOL COUNTY.

1	1	Easton,	\$24 28.3	\$20,502 58	\$769 78	\$21,272 36	876	\$150 00
6	2	Swansea,	21 83.6	4,235 07	382 35	4,617 42	211	-
4	3	Taunton,	18 30.1	87,999 54	2,172 50	90,172 04	4,927	-
10	4	Norton,	18 25.5	4,000 00	381 28	4,381 28	240	-
2	5	North Attleborough,	17 32.3	21,134 84	-	21,134 84	1,220	-

BOARD OF EDUCATION.

BRISTOL COUNTY — CONCLUDED.

For 1887-88.	For 1888-89.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of funds, with dog tax, appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount of voluntary contributions for public schools.
5	6	Raynham,	\$17 09.9	\$3,900 00	\$289 43	\$4,189 43	245	-
9	7	Mansfield,	16 39.1	9,991 99	416 73	10,408 72	635	-
8	8	Attleborough,	51 61.4	25,500 00	921 31	26,421 31	1,703	-
7	9	Fairhaven,	15 45.1	8,879 64	468 81	9,348 45	605	-
3	10	Dighton,	15 38.0	3,800 00	182 84	3,982 84	257	-
15	11	New Bedford,	15 10.4	166,942 87	1,255 46	167,798 43	11,109	-
14	12	Dartmouth,	13 77.8	7,350 00	434 72	7,784 72	565	-
13	13	Somerset,	13 66.8	4,749 86	293 95	5,043 81	369	-
11	14	Westport,	12 51.4	6,044 43	-	6,044 43	483	-
17	15	Fall River,	12 18.5	244,921 19	-	244,921 19	20,100	-
12	16	Freetown,	11 64.7	2,009 00	251 71	2,261 71	195	-
19	17	Acushnet,	11 39.1	1,848 20	190 80	2,039 10	179	\$13 25
18	18	Rehoboth,	11 25.9	3,300 00	415 58	3,715 58	330	-
16	19	Berkley,	10 32.2	1,600 00	-	1,600 00	155	-
20	20	Seekonk,	10 26.5	2,200 00	468 98	2,668 98	260	-

DUKES COUNTY.

1	1	Tisbury,	\$21 44.9	\$2,500 00	\$245 65	\$2,745 65	128	-
2	2	Cottage City,	18 77.5	3,500 00	123 59	3,623 59	198	-
3	3	West Tisbury,	16 66.6	760 00	-	760 00	45	\$100 00
4	4	Edgartown,	13 33.8	1,700 00	127 86	1,827 86	137	-
5	5	Chilmark,	10 36.9	450 00	16 19	466 19	45	-
6	6	Gosnold,	5 55.5	100 00	-	100 00	18	-
7	7	Gay Head,	3 00.0	99 00	-	99 00	33	-

xcī

1	Nabant.	\$41 66.6	\$4,708 31	\$4,708 31	113
2	Manchester.	23 34.9	8,658 02	8,658 02	236
3	Merrimac.	23 19.5	8,960 32	9,139 22	394
10	Swampscott.	13 24.5	12,933 25	12,933 25	672
7	Lynn.	19 00.1	200 254 15	200 254 15	10,539
28	Middleton.	18 91.7	2,125 25	2,610 56	138
7	Haverhill.	18 82.7	111,138 72	111,138 72	5,903
11	North Andover.	18 75.8	13,674 87	13,674 87	729
5	Marblehead.	18 33.3	18,736 51	18,736 51	1,022
4	Danvers.	18 22.0	19,258 96	19,258 96	1,057
11	Andover.	18 01.3	24,638 00	25,182 89	1,398
30	Lynnfield.	17 59.2	1,970 39	1,970 39	112
13	Salem.	17 57.0	104,007 13	106,861 62	6,062
12	Boxford.	17 20.4	1,600 00	1,600 00	93
16	Beverly.	16 59.9	34,096 09	34,543 30	2,061
18	Gloucester.	16 42.6	65,113 32	65,113 32	3,964
19	Gloucester.	16 32.0	2,338 62	2,464 40	151
17	Topsfield.	16 21.7	5,514 00	5,514 00	340
14	Georgetown.	16 18.7	15,807 82	15,807 82	958
19	Saugus.	16 24.5	11,649 45	12,089 68	783
20	Ipswich.	15 23.3	29,631 30	30,163 31	1,980
18	Peabody.	14 95.2	3,513 82	3,513 82	235
24	Newbury.	14 82.1	149,476 02	149,476 02	10,965
21	Lawrence.	14 23.9	3,219 43	3,445 85	242
22	Hamilton.	14 22.8	3,357 92	3,357 92	236
25	West Newbury.	13 89.6	16,801 14	17,579 68	1,265
26	Methuen.	13 67.9	6,512 72	6,512 72	403
27	Groveland.	13 23.2	9,680 43	9,680 43	724
23	Rockport.	12 83.5	2,852 42	2,964 91	231
33	Salisbury.	12 77.3	3,500 00	3,500 00	274
27	Essex.	12 56.2	27,423 14	27,423 14	2,183
31	Newburyport.	12 07.2	1,817 50	1,992 02	165
34	Wenham.	11 60.3	19,862 41	19,862 41	1,668
32	Amesbury.	11 31.4	2,217 72	2,217 72	196
29	Rowley.				

FRANKLIN COUNTY.

For 1897-98.	For 1898-99.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of funds, with dog tax, appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount of voluntary contributions for public schools.
1	1	Shelburne,	\$23 20.8	\$4,747 88	\$103 10	\$4,850 48	209	-
7	2	Deerfield,	23 19.2	5,775 00	-	6,775 00	249	-
3	3	Sunderland,	20 62.0	1,900 00	68 92	1,968 92	96	-
4	4	Greenfield,	20 52.2	26,350 97	-	26,350 97	1,284	-
5	5	Shutebury,	20 11.0	858 25	66 83	925 03	48	-
10	6	Whately,	19 27.7	1,600 00	-	1,600 00	83	-
2	7	Ashfield,	18 73.3	2,400 00	72 78	2,472 78	132	-
6	8	Barnardston,	17 14.7	1,941 75	98 75	2,040 50	119	-
11	9	Orange,	16 78.4	15,190 18	-	15,190 18	905	-
8	10	Northfield,	15 88.6	3,100 00	188 49	3,288 49	207	-
13	11	Buckland,	15 51.9	3,936 37	98 75	4,035 12	260	-
9	12	Conway,	15 02.6	3,200 00	90 85	3,290 85	219	-
16	13	Charlemont,	14 61.2	2,300 00	96 50	2,396 50	164	-
14	14	Monroe,	14 58.3	700 00	-	700 00	48	-
15	15	Montague,	14 23.6	19,375 73	-	19,375 73	1,361	-
12	16	Rowe,	14 02.6	975 37	48 55	1,023 92	73	-
17	17	Colrain,	12 75.1	3,697 46	89 87	3,787 33	267	-
23	18	New Salem,	11 77.5	1,500 00	101 49	1,601 49	136	-
19	19	Gill,	11 06.8	1,450 00	-	1,450 00	131	-
18	20	Leyden,	10 76.9	700 00	-	700 00	65	-
24	21	Heath,	9 68.8	875 00	65 07	930 07	97	-
21	22	Warwick,	9 40.1	1,100 00	-	1,100 00	117	\$48 24
20	23	Erving,	8 91.7	2,024 25	-	2,024 25	227	-
22	24	Hawley,	7 66.0	515 08	59 42	574 50	75	-
25	25	Leverett,	7 46.7	859 90	81 00	940 90	128	-
26	26	Wendell,	7 46.0	720 07	62 20	782 27	105	5 00

SCHOOL RETURNS.

xciii

HAMPDEN COUNTY.

1	1	Springfield,	\$24 11.9	\$221,944 39	-	\$221,944 39	9,202	\$2,974 34
2	2	Longmeadow,	22 72.7	2,500 00	-	2,500 00	110	25 00
3	3	Westfield,	19 84.5	38,331 79	\$1,299 22	39,631 01	1,987	150 00
5	4	Monson,	17 75.9	10,041 76	436 49	10,478 25	580	-
13	5	Hampden,	16 31.8	1,300 00	136 06	1,436 06	88	-
8	6	Holyoke,	16 01.9	146,578 59	1,694 88	148,173 47	9,232	-
3	7	West Springfield,	15 86.5	23,767 56	-	23,767 56	1,499	-
20	8	Russell,	15 82.7	15,200 00	-	15,200 00	1,389	-
7	9	Palmer,	15 36.0	18,407 74	519 52	18,927 26	1,233	-
6	10	Blandford,	15 00.0	1,600 00	140 10	1,740 10	116	-
11	11	Wilbraham,	14 42.8	3,910 00	-	3,910 00	271	-
10	12	Ludlow,	13 68.0	6,911 50	141 16	7,052 66	519	-
9	13	Granville,	13 23.6	2,785 31	87 06	2,872 37	217	-
15	14	Chicopee,	12 26.8	35,296 03	-	35,296 03	2,877	225 00
14	15	Brimfield,	12 20.4	1,550 00	-	1,550 00	127	-
12	16	Montgomery,	11 50.1	600 00	42 67	642 67	54	-
18	17	Agawam,	11 52.8	6,340 44	-	6,340 44	550	-
17	18	Tolland,	10 62.6	600 00	-	600 00	57	-
16	19	Wales,	9 85.9	1,528 21	-	1,528 21	165	-
21	20	Holland,	9 78.2	225 00	-	225 00	23	-
19	21	East Longmeadow,	9 53.1	3,200 00	136 12	3,336 12	350	-
23	22	Chester,	9 03.2	2,475 00	-	2,475 00	274	-
22	23	Southwick,	7 53.1	1,300 00	163 18	1,463 18	193	-

HAMPSHIRE COUNTY.

1	1	Amherst,	\$19 71.5	\$13,031 62	-	\$13,031 62	661	\$40 00
6	2	South Hadley,	18 01.9	10,930 61	\$834 13	11,764 74	654	-
3	3	Easthampton,	17 37.6	14,136 14	231 71	14,367 85	828	-
7	4	Granby,	16 07.1	1,800 00	-	1,800 00	112	-
4	5	Northampton,	16 00.4	45,461 67	983 89	46,445 56	2,902	-
6	6	Ware,	15 26.8	22,199 82	-	22,199 82	1,454	-
9	7	Hadley,	14 50.0	3,654 03	-	3,654 03	262	-
8	8	Greenwich,	13 61.8	980 55	-	980 55	72	-

BOARD OF EDUCATION.

HAMPSHIRE COUNTY — CONCLUDED.

	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of funds, with dog tax, appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount of voluntary contributions for public schools.
For 1897-98.							
For 1898-99.							
13	9 Hatfield,	\$13 22.7	\$3,201 11	-	\$3,201 11	242	-
11	10 Chesterfield,	13 01.5	1,000 00	\$41 24	1,041 24	80	-
2	11 Prescott,	12 03.0	635 00	66 54	601 54	60	-
15	12 Williamsburg,	11 70.0	4,500 00	133 59	4,633 59	396	-
10	13 Enfield,	11 65.0	2,400 00	-	2,400 00	206	-
16	14 Huntington,	9 78.7	2,625 00	125 40	2,750 40	281	-
17	15 Belchertown,	9 66.3	4,600 00	-	4,600 00	476	-
12	16 Middlefield,	9 33.7	800 00	31 00	831 00	89	-
14	17 Westhampton,	9 26.9	1,000 00	-	1,000 00	108	-
19	18 Worthington,	8 26.6	1,018 00	197 22	1,215 22	147	-
18	19 Southampton,	8 18.1	1,900 00	-	1,900 00	220	-
23	20 Pelham,	7 35.2	600 00	76 47	676 47	92	\$50 00
20	21 Plainfield,	6 62.9	500 00	36 95	536 95	81	-
22	22 Goshen,	6 06.0	400 00	-	400 00	66	24 00
21	23 Cummington,	4 76.1	600 00	-	600 00	126	-

MIDDLESEX COUNTY.

1	Weston.	\$50 73.2	\$10,603 08	-	\$10,603 08	209
2	Sudbury.	31 45.6	5,926 82	\$206 91	6,133 73	196
3	Lincoln.	30 38.5	4,861 74	-	4,861 74	160
4	Newton.	28 57.4	147,707 36	2,564 74	150,272 10	5,239
5	Lexington.	23 28.7	16,661 13	-	16,661 13	589
6	Melrose.	28 01.6	77,997 72	-	77,997 72	2,784
7	Tyngsborough.	26 35.2	2,371 75	-	2,371 75	90
8	B Belmont.	25 98.6	12,983 40	-	12,983 40	495
9	Melrose.	24 98.9	64,677 00	-	64,677 00	2,188
10	Concord.	24 96.3	18,066 66	-	18,066 66	724
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
49						
50						
51						
52						
53						
54						
55						
56						
57						
58						
59						
60						
61						
62						
63						
64						
65						
66						
67						
68						
69						
70						
71						
72						
73						
74						
75						
76						
77						
78						
79						
80						
81						
82						
83						
84						
85						
86						
87						
88						
89						
90						
91						
92						
93						
94						
95						
96						
97						
98						
99						
100						

SCHOOL RETURNS.

XCV

32	11	Ashland, .	24 33.8	6,887 75	-	283	300 50
10	12	Arlington, .	23 40.9	30,292 08	-	1,294	-
24	13	Wayland, .	23 27.6	9,306 06	74 39	403	-
14	14	Malden, .	23 24.2	129,463 00	-	5,670	-
19	15	Winchester, .	22 82.4	25,639 83	46 00	1,121	-
22	16	Cambridge, .	22 16.6	309,533 99	1,691 00	14,036	-
23	17	Acon, .	22 13.5	5,630 00	213 75	264	-
17	18	Snoerville, .	21 71.4	213,778 08	-	9,846	-
12	19	Littletown, .	21 64.8	4,028 00	181 83	194	-
9	20	Watertown, .	21 26.3	28,918 74	-	1,360	-
20	21	Frammingham, .	21 26.8	38,570 35	1,399 18	1,883	-
18	22	Holliston, .	20 84.6	9,151 52	-	439	-
21	23	Hopkinton, .	20 55.0	9,089 00	426 93	463	-
26	24	Bedford, .	20 15.7	3,991 20	-	198	50 00
33	25	Westford, .	20 11.3	7,100 00	-	323	-
31	26	Reading, .	19 88.6	16,804 48	-	845	-
27	27	Lowell, .	19 33.5	201,148 57	-	12,869	-
36	28	Stoneham, .	19 28.4	18,204 60	-	944	-
30	29	Groton, .	18 94.3	7,350 00	-	388	-
16	30	North Reading, .	18 83.2	2,680 00	-	137	-
27	31	Everett, .	18 56.0	77,448 66	-	4,175	-
38	32	Natick, .	18 50.4	29,200 56	-	1,578	-
37	33	Waltham, .	18 43.8	69,422 14	-	3,765	-
40	34	Pepperell, .	18 20.9	11,199 00	-	615	-
34	35	Townsend, .	18 11.9	4,874 19	-	269	-
36	36	Wakefield, .	17 81.2	28,905 09	-	1,620	-
39	37	Sherborn, .	17 54.0	3,210 00	126 54	183	-
13	38	Dunstable, .	17 40.1	1,044 06	-	60	-
41	39	Wilmington, .	17 28.9	4,701 94	148 03	281	-
42	40	Hudson, .	16 81.6	15,122 71	284 67	915	137 00
28	41	Burlington, .	16 77.0	1,600 00	76 38	94	8 00
46	42	Billerica, .	16 71.2	7,527 38	294 12	468	-
51	43	Shirley, .	16 60.8	3,820 00	-	230	-
38	44	Dracut, .	16 51.8	8,222 12	330 60	522	-
48	45	Chelmsford, .	16 02.7	8,538 97	470 25	562	-
43	46	Asby, .	15 21.3	2,083 85	-	135	-
47	47	Ayer, .	14 59.8	5,800 00	200 07	411	-
42	48	Woburn, .	14 64.1	45,600 64	-	3,136	-
52	49	Marlborough, .	14 14.8	45,516 39	-	3,217	1,000 00
45	50	Tewksbury, .	14 02.1	6,576 00	-	469	-

MIDDLESEX COUNTY — CONCLUDED.

		TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the sup- port of schools.	Income of funds, with dog tax, appropriated to schools.	TOTAL.	No. of children be- tween 5 and 15 years of age.	Amount of volun- tary contributions for public schools.
For 1897-98.	For 1888-89.							
49	51	Maynard, .	\$13 58.6	\$8,016 51	-	\$8,016 51	590	-
54	52	Stow, .	13 47.9	1,600 00	\$125 40	1,725 40	128	-
53	53	Boxborough, .	12 50.0	850 00	-	850 00	68	-
50	54	Carlisle, .	11 62.7	1,000 00	-	1,000 00	86	-

NANTUCKET COUNTY.

		Nantucket, .	\$16 63.6	\$5,775 02	\$264 00	\$6,039 02	363	-
--	--	--------------	-----------	------------	----------	------------	-----	---

NORFOLK COUNTY.

3	1	Milton, .	\$42 80.5	\$47,000 00	-	\$47,000 00	1,098	-
2	2	Brookline, .	38 93.2	106,712 85	\$2,415 21	109,128 06	2,803	\$1,035 00
4	3	Conasset, .	30 32.4	11,511 81	223 53	11,735 64	387	-
1	4	Westwood, .	29 80.0	4,946 93	-	4,946 93	166	-
5	5	Wellesley, .	27 65.3	18,500 00	-	18,500 00	669	-
6	6	Dedham, .	25 12.9	31,186 08	-	31,186 08	1,241	-
12	7	Medfield, .	21 72.5	4,366 85	-	4,366 85	201	-
11	8	Dover, .	21 56.3	2,243 97	171 09	2,415 06	112	-
19	9	Bellingham, .	20 63.4	3,818 30	246 78	4,065 08	197	-
7	10	Weymouth, .	20 24.1	37,946 42	775 24	38,721 66	1,913	600 00
9	11	Wrentham, .	19 81.1	8,456 00	459 13	8,915 13	460	40 00
13	12	Braintree, .	19 43.1	17,861 64	656 19	18,517 83	963	100 00
17	13	Needham, .	19 38.6	12,768 38	-	12,768 38	660	5,200 00
8	14	Walpole, .	19 35.3	10,500 00	492 80	10,992 80	568	-

15	15	Canton,	19 21.1	14,530 00	531 84	15,061 84	784	456 00
27	16	Norfolk,	19 00.0	2,250 00	144 00	2,394 00	126	-
24	17	Norwood,	18 76.9	17,699 51	-	17,699 51	943	-
21	18	Hyde Park,	18 62.9	38,538 55	-	38,538 55	2,096	-
24	19	Foxborough,	18 49.9	9,100 00	501 09	9,601 09	619	-
10	20	Randolph,	18 01.8	10,422 96	424 28	10,847 24	602	-
14	21	Quincy,	17 83.9	84,650 00	-	84,650 00	4,745	-
20	22	Millis,	16 50.2	3,251 06	-	3,251 06	197	-
22	23	Franklin,	16 36.3	11,594 25	680 15	12,274 40	744	75 00
26	24	Holbrook,	15 82.0	7,071 79	-	7,071 79	447	-
16	25	Medway,	15 65.6	7,200 00	-	7,200 00	459	-
25	26	Sharon,	15 32.4	4,000 00	163 00	4,163 00	271	-
23	27	Aron,	14 80.6	3,982 99	-	3,982 99	289	67 00
18	28	Stoughton,	14 20.6	12,402 59	-	12,402 59	373	-

PLYMOUTH COUNTY.

1	1	Hull,	\$35 25.6	\$5,500 00	\$1,157 54	\$5,500 00	156	-
2	2	Hingham,	27 17.8	16,291 19	-	17,448 73	642	\$375 25
4	3	Abington,	23 09.3	16,327 32	-	16,327 32	707	-
3	4	Bridgewater,	22 72.8	13,681 86	418 89	14,000 75	616	60,000 00
6	5	Mattapolesett,	21 69.0	2,863 18	-	2,863 18	132	-
7	6	Hanover,	21 18.5	6,971 70	229 77	6,101 47	288	-
11	7	Brocton,	20 91.9	131,392 54	-	131,392 54	6,281	-
8	8	Plymouth,	20 18.8	27,738 86	-	27,738 86	1,374	-
10	9	Marblehead,	20 09.7	4,616 99	308 87	4,923 86	245	-
5	10	Whitman,	20 06.2	17,290 82	1,166 24	18,457 06	920	-
15	11	Norwell,	19 46.9	3,900 00	246 96	4,146 96	213	-
14	12	Scituate,	18 03.5	6,700 00	243 85	6,943 85	385	-
13	13	Duxbury,	18 01.4	4,000 00	269 38	4,269 38	237	-
9	14	Kingston,	17 82.9	5,195 34	183 39	5,378 73	300	101 50
12	15	Middleborough,	17 29.6	17,669 25	-	17,669 25	1,021	-
16	16	Rockland,	16 88.6	16,160 30	-	16,160 30	967	-
20	17	West Bridgewater,	16 07.1	4,676 83	-	4,676 83	281	-
19	18	Hanson,	15 76.8	3,100 00	164 12	3,264 12	207	-
17	19	East Bridgewater,	15 61.0	7,250 08	383 50	7,633 58	489	-
21	20	Wareham,	15 53.4	7,900 00	441 84	8,341 84	537	-

PLYMOUTH COUNTY — CONCLUDED.

For 1897-98.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of funds, with dog tax, appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount of voluntary contributions for public schools.
For 1898-99.							
23	Plympton,	\$15 28.4	\$800 00	\$86 50	\$886 50	58	-
22	Maiton,	14 50.4	2,000 00	190 18	2,190 18	151	\$300 00
18	Carver,	13 85.7	2,200 00	156 78	2,356 78	170	-
24	Pembroke,	13 46.5	2,330 00	107 33	2,437 33	181	-
25	Halifax,	11 62.7	1,000 00	-	1,000 00	86	-
26	Lakerville,	9 34.7	1,222 29	207 88	1,430 17	153	-
27	Rochester,	9 16.6	1,300 00	201 64	1,501 64	164	-

SUFFOLK COUNTY.

1	Boston,	\$26 83.7	\$2,213,968 52	\$16,127 08	\$2,230,095 60	83,097	-
2	Wintthrop,	22 28.6	18,342 89	311 05	18,653 94	837	-
3	Revere,	18 42.1	35,378 50	911 00	36,289 50	1,970	\$50 00
4	Chelsea,	15 70.2	87,962 01	5,720 00	93,682 01	5,966	522 80

WORCESTER COUNTY.

1	Princeton,	\$33 30.9	\$3,000 00	\$164 42	\$3,164 42	95	-
2	Peweeham,	22 48.8	2,050 00	178 35	2,228 35	99	-
3	West Boylston,	22 23.7	5,717 29	-	5,717 29	392	-
13	Harvard,	22 21.1	3,087 42	-	3,087 42	139	-
9	Hopedale,	22 06.1	5,316 78	-	5,316 78	241	-
12	Upton,	21 81.8	5,800 00	352 69	6,152 69	282	\$112 00
6	Worcester,	21 15.5	407,364 76	-	407,364 76	19,256	-
5	Sterling,	21 09.7	3,760 00	364 04	4,114 04	185	-

SCHOOL RETURNS.

xcix

15	9	Southborough, .	21 08.3	6,607 53	139 16	6,746 69	320
23	10	Mendon, .	19 98.7	2,297 78	180 66	2,478 44	124
19	11	Warren, .	19 80.7	11,013 18	-	11,013 18	666
20	12	Westborough, .	19 71.5	12,785 49	-	12,785 49	649
7	13	Barre, .	19 64.1	6,100 00	342 55	6,442 55	328
4	14	Lancaster, .	19 57.0	8,141 37	-	8,141 37	416
14	15	Shrewsbury, .	19 46.0	4,709 42	-	4,709 42	242
16	16	Leominster, .	19 21.9	31,634 93	-	31,634 93	1,646
26	17	Hubbardston, .	19 19.5	3,340 00	-	3,340 00	174
64	18	Royalston, .	17 76.7	2,327 12	107 05	2,434 17	137
37	19	Oakham, .	17 67.6	1,200 00	214 09	1,414 09	80
17	20	Fitchburg, .	17 37.4	96,026 38	-	96,026 38	6,627
27	21	Milford, .	17 30.0	22,161 96	-	22,161 96	1,281
11	22	Leicester, .	17 13.8	9,239 96	443 40	9,683 36	665
10	23	Phillipston, .	16 86.9	900 00	111 55	1,011 55	60
44	24	Northbridge, .	16 84.3	19,111 41	662 12	19,673 53	1,168
31	25	Athol, .	16 74.8	17,065 10	333 00	17,418 10	1,040
29	26	Northborough, .	16 67.8	6,387 88	-	6,387 88	383
21	27	Blackstone, .	16 50.3	13,600 00	-	13,600 00	818
25	28	Uxbridge, .	16 30.9	9,525 00	-	9,525 00	684
18	29	Brookfield, .	16 16.7	7,489 11	400 39	7,889 50	488
24	30	Grafton, .	16 00.4	14,600 00	-	14,600 00	906
35	31	Gardner, .	15 69.2	29,203 02	-	29,203 02	1,861
22	32	Holden, .	15 55.5	7,032 74	325 08	7,357 82	473
45	33	Faxon, .	15 53.3	886 68	54 05	940 73	67
34	34	Bolton, .	14 90.3	1,862 80	-	1,862 80	133
28	35	West Brookfield, .	14 83.6	3,338 31	-	3,338 31	225
32	36	Westminster, .	14 67.8	2,965 08	-	2,965 08	202
33	37	Oxford, .	14 59.2	6,114 34	-	6,114 34	419
39	38	Ashburnham, .	14 18.1	4,850 00	-	4,850 00	342
60	39	Templeton, .	14 02.3	6,430 00	281 14	6,731 14	480
30	40	Sturbridge, .	13 78.3	4,148 68	277 51	4,426 09	321
41	41	Lunenburg, .	13 76.4	2,725 29	-	2,725 29	198
47	42	Hardwick, .	13 66.6	4,717 25	-	4,717 25	481
3	43	New Braintree, .	13 65.6	1,045 16	1,866 18	1,152 21	85
38	44	Spencer, .	13 28.7	22,628 98	107 05	23,173 20	1,744
43	45	Clinton, .	13 22.5	30,776 20	344 24	30,776 20	2,327
42	46	Milbury, .	12 70.6	11,461 52	-	11,461 52	802
51	47	Andover, .	12 60.3	3,225 00	354 38	3,579 38	284
48	48	Rutland, .	12 50.2	2,252 72	85 32	2,338 04	187

6,760 00

50 00

50 00

BOARD OF EDUCATION.

WORCESTER COUNTY — CONCLUDED.

		TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the sup- port of schools.	Income of funds, with dog tax, appropriated to schools.	TOTAL.	No. of children be- tween 5 and 15 years of age.	Amount of volun- tary contributions for public schools.
For 1897-98.								
36	49	North Brookfield,	\$11 86.3	\$11,272 55	\$531 85	\$11,804 40	995	-
49	50	Douglas,	11 74.4	6,191 01	-	6,191 01	442	-
46	51	Boylston,	11 63.8	1,650 00	-	1,650 00	143	-
40	52	Charlton,	11 17.2	3,249 47	348 18	3,597 65	322	-
52	53	Winchendon,	10 93.1	9,412 39	-	9,412 39	861	\$200 00
56	54	Southbridge,	10 01.1	16,870 21	-	16,870 21	1,685	-
57	55	Sutton,	9 55.8	5,350 00	462 00	5,812 00	608	-
59	56	Berlin,	9 03.0	1,200 00	82 40	1,282 40	142	-
55	57	Dana,	8 49.0	900 00	-	900 00	106	-
53	58	Dudley,	8 33.0	5,320 36	277 76	5,598 12	672	820 00
58	59	Webster,	7 95.9	13,259 21	818 26	13,077 47	1,543	50 00

SCHOOL RETURNS.

ci

GRADUATED TABLES — FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the Different Counties in the State for the Education of each Child between the Ages of 5 and 15 Years in the County.

	COUNTIES.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of funds, with dog tax, appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount of voluntary contributions for public schools.
For 1897-98.							
1	Suffolk,	\$25 89.2	\$2,355,651 92	\$23,069 13	\$2,378,721 05	91,870	\$572 80
2	Norfolk,	22 56.2	544,839 92	7,774 63	552,614 55	24,483	7,573 00
3	Middlesex,	21 05.2	1,870,795 57	8,740 79	1,879,536 36	89,279	3,115 50
4	Plymouth,	19 75.8	828,968 55	6,161 66	335,130 21	16,961	60,776 75
5	Barnstable,	19 51.1	82,566 34	1,442 35	83,998 69	4,805	600 00
6	Hampden,	18 01.8	533,393 32	4,696 46	538,089 78	29,863	3,374 34
7	Worcester,	17 22.5	963,868 70	10,096 87	973,965 57	56,541	8,032 00
8	Essex,	16 78.4	945,049 15	7,000 81	952,049 96	56,721	240 00
9	Nantucket,	16 63.6	5,775 02	284 00	6,059 02	363	—
10	Dukes,	16 04.6	9,099 00	512 70	9,611 70	599	100 00
11	Franklin,	15 98.3	107,792 76	1,372 57	109,165 33	6,830	53 24
12	Berkshire,	15 69.8	247,661 92	2,430 85	250,092 77	17,015	261 15
13	Hampshire,	14 65.2	137,773 55	2,798 14	140,591 69	9,596	114 00
14	Bristol,	14 32.2	630,500 31	9,266 03	639,766 34	44,664	163 25

AGGREGATE FOR THE STATE.

STATE,	\$19 70.4	\$8,763,716 03	\$85,626 95	\$8,849,342 98	449,099	\$84,876 03
------------------	-----------	----------------	-------------	----------------	---------	-------------

GRADUATED TABLES — FIRST SERIES.

Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the Different Counties in the State for the Education of each Child between the Ages of 5 and 15 Years in the County.

For 1887-88.	For 1888-89.	COUNTIES.	TOTALS.
1	1	Suffolk,	\$25 89.8
5	2	Plymouth,	23 34.2
2	3	Norfolk,	22 87.1
3	4	Middlesex,	21 09.8
4	5	Barnstable,	19 62.8
7	6	Hampden,	18 13.1
9	7	Worcester,	17 36.7
10	8	Essex,	16 78.9
13	9	Nantucket,	16 63.6
8	10	Dukes,	16 21.3
11	11	Franklin,	15 99.1
6	12	Berkshire,	14 71.3
12	13	Hampshire,	14 66.4
14	14	Bristol,	14 32.7
STATE,			\$19 89.3

GRADUATED TABLES—SECOND SERIES.

The next Table exhibits the appropriation of the cities and towns, as compared with their respective valuation in 1898.

The first column shows the rank of the cities and towns in a similar Table for 1897-98, according to their valuation in 1897.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1898-99, according to their valuation in 1898.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the public schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures, in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the last two figures by a dash.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables; also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support common schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions, are not included in the estimate. The appropriations are reckoned the same as in the first series of Tables, and for the same reasons.

The amount of taxable property in each city and town, according to the last State valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same towns in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

GRADUATED TABLES—SECOND SERIES.

[FOR THE STATE]

A Graduated Table in which all the Towns in the State are numerically arranged according to the Percentage of their Taxable Property appropriated for the Support of Public Schools for the Year 1898-99.

For 1897-98, by the State valuation of 1897.	For 1898-99, by the State valuation of 1898.	TOWNS.	Percentage of val- uation appropriated to public schools— equivalent to mills and hundredths of mills.	For 1897-98, by the State valuation of 1897.	For 1898-99, by the State valuation of 1898.	TOWNS.	Percentage of val- uation appropriated to public schools— equivalent to mills and hundredths of mills.
1	1	West Boylston,	\$.011-04	103	44	Warren, . . .	\$.005-57
2	2	Granville, . . .	.008-05	63	45	Raynham, . . .	.005-50
3	3	W. Stockbridge,	.008-04	42	46	Dudley, . . .	.005-48
7	4	Orleans, . . .	.007-34	77	47	Savoy, . . .	.005-48
9	5	Buckland, . . .	.007-24	158	48	Williamsburg,	.005-48
15	6	Abington, . . .	.007-03	26	49	Shelburne, . . .	.005-46
33	7	Charlemont, . . .	.007-02	70	50	Georgetown, . . .	.005-43
40	8	Merrimac, . . .	.007-02	38	51	Bellingham, . . .	.005-42
8	9	Palmer, . . .	.006-94	53	52	Rockland, . . .	.005-41
11	10	Florida, . . .	.006-68	54	53	Mansfield, . . .	.005-41
16	11	Spencer, . . .	.006-63	57	54	Ludlow, . . .	.005-40
39	12	Hinsdale, . . .	.006-63	60	55	Ware, . . .	.005-39
17	13	Colrain, . . .	.006-46	47	56	Huntington, . . .	.005-38
6	14	N. Brookfield, . . .	.006-44	65	57	E. Bridgewater, . . .	.005-38
12	15	Auburn, . . .	.006-36	72	58	Provincetown, . . .	.005-38
21	16	North Adams, . . .	.006-35	50	59	E. Longmeadow, . . .	.005-32
75	17	Holliston, . . .	.006-15	64	60	Belchertown, . . .	.005-31
98	18	Northbridge, . . .	.006-15	66	61	Templeton, . . .	.005-31
113	19	Windsor, . . .	.006-14	74	62	Orange, . . .	.005-31
10	20	Holden, . . .	.006-12	71	63	Hudson, . . .	.005-30
24	21	Heath, . . .	.006-10	154	64	Norton, . . .	.005-30
23	22	Adams, . . .	.006-08	88	65	Rehoboth, . . .	.005-28
73	23	Ashland, . . .	.006-07	34	66	N. Attleborough, . . .	.005-27
27	24	Monson, . . .	.006-04	67	67	Lee, . . .	.005-26
28	25	Grafton, . . .	.006-04	55	68	Sudbury, . . .	.005-25
13	26	Holbrook, . . .	.006-02	306	69	Royalston, . . .	.005-24
25	27	Wrentham, . . .	.006-02	61	70	Chatham, . . .	.005-21
36	28	Upton, . . .	.006-00	83	71	Hopkinton, . . .	.005-21
4	29	Tyngsborough, . . .	.005-97	145	72	Hubbardston, . . .	.005-21
29	30	Dennis, . . .	.005-97	46	73	Medway, . . .	.005-20
14	31	Rowe, . . .	.005-95	102	74	Pepperell, . . .	.005-19
19	32	Bridgewater, . . .	.005-84	108	75	Swansea, . . .	.005-19
32	33	Weymouth, . . .	.005-84	43	76	Barnardston, . . .	.005-18
30	34	Randolph, . . .	.005-78	114	77	Montague, . . .	.005-18
48	35	New Salem, . . .	.005-77	18	78	North Reading, . . .	.005-17
20	36	Brookfield, . . .	.005-69	90	79	Sandwich, . . .	.005-16
49	37	Wayland, . . .	.005-69	95	80	Northborough, . . .	.005-16
6	38	Wales, . . .	.005-66	68	81	Erving, . . .	.005-13
37	39	South Hadley, . . .	.005-66	79	82	Whitman, . . .	.005-11
41	40	Groveland, . . .	.005-66	202	83	Otis, . . .	.005-09
22	41	Shutesbury, . . .	.005-63	78	84	Blackstone, . . .	.005-07
92	42	Gardner, . . .	.005-62	128	85	Marlborough, . . .	.005-07
52	43	Westford, . . .	.005-60	153	86	Monroe, . . .	.005-07

SCHOOL RETURNS.

CV

For 1897-98, by the State valuation of 1897.		TOWNS.	Percentage of val- uation appropriated to public schools — equivalent to mills and hundredths of mills.	For 1897-98, by the State valuation of 1897.		TOWNS.	Percentage of val- uation appropriated to public schools — equivalent to mills and hundredths of mills.
For 1898-99, by the State valuation of 1898.							
61	87	Truro, . . .	\$.005-06	163	149	Taunton, . . .	\$.004-44
62	88	Danvers, . . .	.005-06	215	150	Deerfield, . . .	.004-44
107	89	Hanover, . . .	.005-06	175	151	Norwood, . . .	.004-40
84	90	Milbury, . . .	.005-05	85	152	Leicester, . . .	.004-40
94	91	Wilbraham, . . .	.005-05	105	153	Attleborough, . . .	.004-40
124	92	Natick, . . .	.005-05	131	154	Quincy, . . .	.004-40
69	93	West Springfield, . . .	.005-04	164	155	Middlefield, . . .	.004-40
232	94	Shirley, . . .	.005-04	223	156	Ashby, . . .	.004-40
160	95	Brockton, . . .	.005-03	287	157	Boylston, . . .	.004-40
80	96	Brewster, . . .	.005-01	226	158	Melrose, . . .	.004-38
44	97	Dighton, . . .	.004-96	157	159	Saugus, . . .	.004-37
91	98	Wellfleet, . . .	.004-96	141	160	West Brookfield, . . .	.004-36
97	99	Malden, . . .	.004-95	133	161	Townsend, . . .	.004-35
111	100	Everett, . . .	.004-95	161	162	Haverhill, . . .	.004-35
104	101	Conway, . . .	.004-93	165	163	Hingham, . . .	.004-33
76	102	Easthampton, . . .	.004-92	188	164	Millis, . . .	.004-31
99	103	Douglas, . . .	.004-90	204	165	Hardwick, . . .	.004-31
35	104	Avon, . . .	.004-86	235	166	Chester, . . .	.004-31
117	105	Oxford, . . .	.004-86	184	167	Athol, . . .	.004-29
147	106	Westfield, . . .	.004-86	121	168	Fitchburg, . . .	.004-28
56	107	Westwood, . . .	.004-85	176	169	Cheshire, . . .	.004-28
119	108	Hanson, . . .	.004-85	179	170	Methuen, . . .	.004-28
139	109	Leominster, . . .	.004-84	160	171	Uxbridge, . . .	.004-25
45	110	Sturbridge, . . .	.004-83	161	172	Tolland, . . .	.004-25
112	111	Somerset, . . .	.004-83	182	173	Barnstable, . . .	.004-24
106	112	Dalton, . . .	.004-82	193	174	BillERICA, . . .	.004-24
165	113	Williamstown, . . .	.004-82	180	175	Clinton, . . .	.004-23
132	114	Norwell, . . .	.004-81	187	176	Somerville, . . .	.004-21
68	115	Littleton, . . .	.004-79	173	177	Pittsfield, . . .	.004-20
100	116	Framingham, . . .	.004-79	169	178	Stoughton, . . .	.004-19
123	117	Ashfield, . . .	.004-78	166	179	Dracut, . . .	.004-17
127	118	Sutton, . . .	.004-78	205	180	Gloucester, . . .	.004-17
266	119	Middleton, . . .	.004-78	237	181	Granby, . . .	.004-17
152	120	Sterling, . . .	.004-76	273	182	N. Marlborough, . . .	.004-16
59	121	Foxborough, . . .	.004-75	185	183	Franklin, . . .	.004-15
110	122	Ashburnham, . . .	.004-74	230	184	Reading, . . .	.004-15
181	123	Agawam, . . .	.004-73	159	185	Fairhaven, . . .	.004-14
96	124	Harwich, . . .	.004-72	156	186	Ayer, . . .	.004-13
87	125	Concord, . . .	.004-70	129	187	Shrewsbury, . . .	.004-12
136	126	Sheffield, . . .	.004-70	186	188	Medford, . . .	.004-11
120	127	Middleborough, . . .	.004-66	221	189	Becket, . . .	.004-09
109	128	Richmond, . . .	.004-62	178	190	Berkley, . . .	.004-08
122	129	Westhampton, . . .	.004-61	208	191	Gt. Barrington, . . .	.004-08
149	130	Mendon, . . .	.004-59	167	192	Holyoke, . . .	.004-06
225	131	Easton, . . .	.004-59	171	193	Rutland, . . .	.004-06
101	132	Woburn, . . .	.004-58	207	194	Lanesborough, . . .	.004-06
211	133	Southborough, . . .	.004-58	143	195	Charlton, . . .	.004-05
89	134	Westminster, . . .	.004-56	210	196	Sherborn, . . .	.004-05
137	135	Oakham, . . .	.004-56	201	197	Amherst, . . .	.004-04
172	136	Southbridge, . . .	.004-56	31	198	Hawley, . . .	.004-03
264	137	Russell, . . .	.004-56	189	199	Braintree, . . .	.004-03
115	138	Montgomery, . . .	.004-55	190	200	Milford, . . .	.004-02
134	139	Wilmington, . . .	.004-55	224	201	Chelsea, . . .	.004-02
212	140	Sallsbury, . . .	.004-55	191	202	Northampton, . . .	.003-99
130	141	North Andover, . . .	.004-54	192	203	Bolton, . . .	.003-99
146	142	Westborough, . . .	.004-54	196	204	Plymouth, . . .	.003-99
116	143	Peru, . . .	.004-53	199	205	Worcester, . . .	.003-99
125	144	Walpole, . . .	.004-51	195	206	Peabody, . . .	.003-97
126	145	Norfolk, . . .	.004-51	217	207	Lawrence, . . .	.003-97
177	146	Greenfield, . . .	.004-48	214	208	Andover, . . .	.003-96
118	147	Barre, . . .	.004-45	198	209	Ipswich, . . .	.003-95
138	148	Sunderland, . . .	.004-45	82	210	Blandford, . . .	.003-93

For 1897-98, by the State valuation of 1897.	For 1898-99, by the State valuation of 1898.	TOWNS.	Percentage of val- uation appropriated to public schools — equivalent to mills and hundredths of mills.	For 1897-98, by the State valuation of 1897.	For 1898-99, by the State valuation of 1898.	TOWNS.	Percentage of val- uation appropriated to public schools — equivalent to mills and hundredths of mills.
162	211	West Newbury, . .	\$.003-92	267	272	Newbury, . .	\$.003-39
229	212	Lynn, . . . . .	.003-92	288	273	Springfield, . .	.003-37
213	213	Greenwich, . . . .	.003-91	260	274	Rowley, . . . . .	.003-34
233	214	Webster, . . . . .	.003-91	282	275	Harvard, . . . . .	.003-33
140	215	Enfield, . . . . .	.003-90	265	276	Marblehead, . . .	.003-32
135	216	Westport, . . . . .	.003-89	291	277	Medfield, . . . . .	.003-32
144	217	Tewksbury, . . . .	.003-89	276	278	Warwick, . . . . .	.003-28
194	218	Hyde Park, . . . . .	.003-89	303	279	Paxton, . . . . .	.003-28
241	219	Needham, . . . . .	.003-88	249	280	Wendell, . . . . .	.003-26
174	220	Kingston, . . . . .	.003-87	203	281	Mashpee, . . . . .	.003-23
206	221	Wareham, . . . . .	.003-87	272	282	Winchester, . . .	.003-21
93	222	Clarksburg, . . . .	.003-86	278	283	Weston, . . . . .	.003-20
268	223	Acton, . . . . .	.003-86	281	284	Acushnet, . . . .	.003-19
260	224	Pembroke, . . . . .	.003-85	290	285	Rochester, . . . .	.003-19
216	225	Whately, . . . . .	.003-84	253	286	Bourne, . . . . .	.003-16
200	226	Wakefield, . . . .	.003-83	292	287	Topsfield, . . . .	.003-16
231	227	Canton, . . . . .	.003-83	300	288	Dartmouth, . . . .	.003-15
236	228	Winchendon, . . . .	.003-83	279	289	Burlington, . . . .	.003-12
219	229	Gay Head, . . . . .	.003-82	298	290	Lakeville, . . . . .	.003-11
86	230	Washing-ton, . . . .	.003-81	305	291	Hatfield, . . . . .	.003-11
228	231	Brimfield, . . . . .	.003-81	321	292	New Ashford, . . .	.003-10
261	232	Chelmsford, . . . . .	.003-81	302	293	Lynnfield, . . . . .	.003-01
270	233	Worthington, . . . .	.003-81	239	294	Southwick, . . . .	.003-00
243	234	Hadley, . . . . .	.003-80	294	295	Gill, . . . . .	.003-00
220	235	W. Bridgewater, . . .	.003-79	314	296	Newburyport, . . .	.002-93
240	236	Chicopee, . . . . .	.003-79	297	297	Goshen, . . . . .	.002-92
254	237	Princeton, . . . . .	.003-79	301	298	Winthrop, . . . . .	.002-92
183	238	Phillipston, . . . . .	.003-77	319	299	Dover, . . . . .	.002-92
222	239	Dedham, . . . . .	.003-77	327	300	New Bedford, . . .	.002-92
242	240	Amesbury, . . . . .	.003-77	209	301	Tyringham, . . . .	.002-90
296	241	Pelham, . . . . .	.003-75	293	302	Eastham, . . . . .	.002-90
197	242	Bedford, . . . . .	.003-73	308	303	Tisbury, . . . . .	.002-90
255	243	Chesterfield, . . . .	.003-72	257	304	Watertown, . . . .	.002-88
269	244	Halifax, . . . . .	.003-70	320	305	Seekonk, . . . . .	.002-88
81	245	Prescott, . . . . .	.003-69	295	306	Lenox, . . . . .	.002-87
285	246	Boxborough, . . . . .	.003-69	274	307	Dana, . . . . .	.002-86
259	247	Waltham, . . . . .	.003-68	299	308	Carlisle, . . . . .	.002-86
277	248	Monterey, . . . . .	.003-67	142	309	New Braintree, . .	.002-80
247	249	Salem, . . . . .	.003-66	322	310	Plympton, . . . . .	.002-80
328	250	Leyden, . . . . .	.003-66	286	311	Carver, . . . . .	.002-79
227	251	Revere, . . . . .	.003-64	304	312	Scituate, . . . . .	.002-74
256	252	Hampden, . . . . .	.003-64	309	313	Duxbury, . . . . .	.002-73
271	253	Southampton, . . . .	.003-64	310	314	Newton, . . . . .	.002-71
245	254	Arlington, . . . . .	.003-61	311	315	Freetown, . . . . .	.002-71
262	255	Marshfield, . . . . .	.003-61	283	316	Yarmouth, . . . . .	.002-68
234	256	Maynard, . . . . .	.003-59	315	317	Berlin, . . . . .	.002-65
244	257	Stoneham, . . . . .	.003-59	316	318	Stockbridge, . . . .	.002-65
148	258	Petersham, . . . . .	.003-58	289	319	Belmont, . . . . .	.002-64
168	259	Dunstable, . . . . .	.003-58	307	320	Lancaster, . . . . .	.002-63
170	260	Northfield, . . . . .	.003-58	317	321	Holland, . . . . .	.002-67
268	261	Essex, . . . . .	.003-57	318	322	Edgartown, . . . .	.002-64
238	262	Longmeadow, . . . .	.003-54	326	323	Hancock, . . . . .	.002-61
246	263	Lowell, . . . . .	.003-54	324	324	Lincoln, . . . . .	.002-46
218	264	Rockport, . . . . .	.003-53	333	325	Stow, . . . . .	.002-46
263	265	Lunenburg, . . . . .	.003-51	323	326	Cohasset, . . . . .	.002-44
261	266	Cambridge, . . . . .	.003-47	312	327	Groton, . . . . .	.002-43
280	267	Fall River, . . . . .	.003-45	336	328	Milton, . . . . .	.002-38
252	268	Sandisfield, . . . . .	.003-44	329	329	Swampscott, . . . .	.002-37
264	269	Plainfield, . . . . .	.003-44	313	330	Wellesley, . . . . .	.002-35
275	270	Lexington, . . . . .	.003-42	330	331	Egremont, . . . . .	.002-30
248	271	Leverett, . . . . .	.003-41	334	332	Sharon, . . . . .	.002-29

SCHOOL RETURNS.

cvii

For 1887-88, by the State valuation of 1887.	For 1888-89, by the State valuation of 1888.	TOWNS.	Percentage of val- uation appropriated to public schools — equivalent to mills and hundredths of mills.	For 1887-88, by the State valuation of 1887.	For 1888-89, by the State valuation of 1888.	TOWNS.	Percentage of val- uation appropriated to public schools — equivalent to mills and hundredths of mills.
331	333	Beverly, . . .	\$.002-25	349	344	Mt. Washington,	\$.001-92
339	334	Wenham, . . .	.002-23	341	345	Hamilton, . . .	.001-80
343	335	Boxford, . . .	.002-20	347	346	Nantucket, . . .	.001-79
335	336	Cottage City, . . .	.002-16	344	347	Alford, . . .	.001-78
337	337	Boston, . . .	.002-15	346	348	Brookline, . . .	.001-64
345	338	Chilmark, . . .	.002-15	348	349	Hopedale, . . .	.001-62
332	339	Marion, . . .	.002-10	350	350	Hull, . . .	.001-44
325	340	Cummington, . . .	.002-10	351	351	Manchester, . . .	.001-14
338	341	Falmouth, . . .	.001-95	352	352	Nahant, . . .	.000-97
340	342	West Tisbury, . . .	.001-93	353	353	Gosnold, . . .	.000-44
342	343	Mattapoisett, . . .	.001-92				

GRADUATED TABLES — SECOND SERIES.

[COUNTY TABLES.]

In which all the Towns in the respective Counties in the State are numerically arranged according to the Percentage of their Taxable Property appropriated for the Support of Public Schools for the Year 1898-99.

BARNSTABLE COUNTY.

For 1897-98, by the State valuation of 1897.	For 1898-99, by the State valuation of 1898.	TOWNS.	Percentage of valu- ation appropriated to public schools — equivalent to mills and hundredths of mills.	For 1897-98, by the State valuation of 1897.	For 1898-99, by the State valuation of 1898.	TOWNS.	Percentage of valu- ation appropriated to public schools — equivalent to mills and hundredths of mills.
1	1	Orleans, . . .	\$.007-34	9	9	Harwich, . . .	\$.004-73
2	2	Dennis, . . .	.005-97	10	10	Barnstable, . .	.004-24
5	3	Provincetown, .	.005-38	11	11	Mashpee, . . .	.003-23
4	4	Chatham, . . .	.005-21	12	12	Bourne, . . .	.003-16
7	5	Sandwich, . . .	.005-16	14	13	Eastham, . . .	.002-90
3	6	Truro, . . .	.005-06	13	14	Yarmouth, . . .	.002-68
6	7	Brewster, . . .	.005-01	15	15	Falmouth, . . .	.001-95
8	8	Wellfleet, . . .	.004-96				

BERKSHIRE COUNTY.

1	1	W. Stockbridge, .	\$.008-04	24	17	New Marlboro', .	\$.004-16
2	2	Florida, . . .	.006-58	22	18	Becket, . . .	.004-09
5	3	Hinsdale, . . .	.006-53	20	19	Gt. Barrington, .	.004-08
3	4	North Adams, . .	.006-35	19	20	Lanesborough, .	.004-06
12	5	Windsor, . . .	.006-14	9	21	Clarksburg, . .	.003-86
4	6	Adams, . . .	.006-08	8	22	Washington, . .	.003-81
7	7	Savoy, . . .	.005-48	25	23	Monterey, . . .	.003-67
6	8	Lee, . . .	.005-26	23	24	Sandisfield, . .	.003-44
18	9	Otis, . . .	.005-09	28	25	New Ashford, . .	.003-10
10	10	Dalton, . . .	.004-82	21	26	Tyringham, . . .	.002-90
15	11	Williamstown, . .	.004-82	26	27	Lenox, . . .	.002-87
14	12	Sheffield, . . .	.004-70	27	28	Stockbridge, . .	.002-65
11	13	Richmond, . . .	.004-62	29	29	Hancock, . . .	.002-51
13	14	Peru, . . .	.004-53	30	30	Egremont, . . .	.002-30
17	15	Cheshire, . . .	.004-28	32	31	Mt. Washington, .	.001-92
16	16	Pittsfield, . . .	.004-20	31	32	Alford, . . .	.001-78

BRISTOL COUNTY.

4	1	Raynham, . . .	\$.005-50	7	6	Swansea, . . .	\$.005-19
3	2	Mansfield, . . .	.005-41	2	7	Dighton, . . .	.004-96
10	3	Norton, . . .	.005-30	8	8	Somerset, . . .	.004-83
5	4	Rehoboth, . . .	.005-28	14	9	Easton, . . .	.004-59
1	5	N. Attleborough, .	.005-27	12	10	Taunton, . . .	.004-44

SCHOOL RETURNS.

cix

BRISTOL COUNTY — CONCLUDED.

For 1897-98, by the State valuation of 1897.	For 1898-99, by the State valuation of 1898.	TOWNS.	Percentage of val- uation appropriated to public schools — equivalent to mills and hundredths of mills.	For 1897-98, by the State valuation of 1897.	For 1898-99, by the State valuation of 1898.	TOWNS.	Percentage of val- uation appropriated to public schools — equivalent to mills and hundredths of mills.
6	11	Attleborough, .	\$.004-40	16	16	Acushnet, .	\$.003-19
11	12	Fairhaven, .	.004-14	17	17	Dartmouth, .	.003-16
13	13	Berkley, .	.004-08	20	18	New Bedford, .	.002-92
9	14	Westport, .	.003-89	19	19	Seekonk, .	.002-88
15	15	Fall River, .	.003-45	18	20	Freetown, .	.002-71

DUKES COUNTY.

1	1	Gay Head, .	\$.003-82	6	5	Chilmark, .	\$.002-16
2	2	Tisbury, .	.002-90	5	6	West Tisbury, .	.001-93
3	3	Edgartown, .	.002-54	7	7	Gosnold, .	.000-44
4	4	Cottage City, .	.002-16				

ESSEX COUNTY.

1	1	Merrimac, .	\$.007-02	18	18	Amesbury, .	\$.003-77
2	2	Groveland, .	.005-66	19	19	Salem, .	.003-66
4	3	Georgetown, .	.005-43	20	20	Essex, .	.003-57
3	4	Danvers, .	.005-06	16	21	Rockport, .	.003-53
23	5	Middleton, .	.004-78	24	22	Newbury, .	.003-39
13	6	Salisbury, .	.004-56	21	23	Rowley, .	.003-34
5	7	North Andover, .	.004-54	22	24	Marblehead, .	.003-32
7	8	Saugus, .	.004-37	25	25	Topsfield, .	.003-16
6	9	Haverhill, .	.004-35	26	26	Lynnfield, .	.003-01
9	10	Methuen, .	.004-28	27	27	Newburyport, .	.002-93
12	11	Gloucester, .	.004-17	28	28	Swampscott, .	.002-37
10	12	Peabody, .	.003-97	29	29	Beverly, .	.002-25
15	13	Lawrence, .	.003-97	30	30	Wenham, .	.002-23
14	14	Andover, .	.003-96	32	31	Boxford, .	.002-20
11	15	Ipswich, .	.003-95	31	32	Hamilton, .	.001-80
8	16	West Newbury, .	.003-92	33	33	Manchester, .	.001-14
17	17	Lynn, .	.003-92	34	34	Nahant, .	.000-97

FRANKLIN COUNTY.

1	1	Buckland, .	\$.007-24	13	14	Conway, .	\$.004-93
8	2	Charlemont, .	.007-02	15	15	Ashfield, .	.004-78
3	3	Colrain, .	.006-46	19	16	Greenfield, .	.004-48
5	4	Heath, .	.006-10	16	17	Sunderland, .	.004-45
2	5	Rowe, .	.005-95	20	18	Deerfield, .	.004-44
10	6	New Salem, .	.005-77	7	19	Hawley, .	.004-03
4	7	Shutesbury, .	.005-63	21	20	Whately, .	.003-84
6	8	Shelburne, .	.005-46	26	21	Leyden, .	.003-66
12	9	Orange, .	.005-31	18	22	Northfield, .	.003-58
9	10	Bernardston, .	.005-18	22	23	Leverett, .	.003-41
14	11	Montague, .	.005-18	24	24	Warwick, .	.003-28
11	12	Erving, .	.005-13	23	25	Wendell, .	.003-26
17	13	Monroe, .	.005-07	25	26	Gill, .	.003-00

BOARD OF EDUCATION.

HAMPDEN COUNTY.

For 1897-98, by the State valuation of 1897.	For 1898-99, by the State valuation of 1898.	TOWNS.	Percentage of val- uation appropriated to public schools — equivalent to mills and hundredths of mills.	For 1897-98, by the State valuation of 1897.	For 1898-99, by the State valuation of 1898.	TOWNS.	Percentage of val- uation appropriated to public schools — equivalent to mills and hundredths of mills.
1	1	Granville, . . .	\$.008-05	16	13	Chester, . . .	\$.004-31
3	2	Palmer, . . .	.006-94	12	14	Toiland, . . .	.004-25
4	3	Monson, . . .	.006-04	13	15	Holyoke, . . .	.004-06
2	4	Wales, . . .	.005-66	8	16	Blandford, . . .	.003-93
6	5	Ludlow, . . .	.005-40	15	17	Brimfield, . . .	.003-81
5	6	E. Longmeadow, . . .	.005-32	19	18	Chicopee, . . .	.003-79
9	7	Wilbraham, . . .	.005-05	20	19	Hampden, . . .	.003-64
7	8	W. Springfield, . . .	.005-04	17	20	Longmeadow, . . .	.003-64
11	9	Westfield, . . .	.004-86	22	21	Springfield, . . .	.003-37
14	10	Agawam, . . .	.004-73	18	22	Southwick, . . .	.003-00
21	11	Russell, . . .	.004-56	23	23	Holland, . . .	.002-57
10	12	Montgomery, . . .	.004-55				

HAMPSHIRE COUNTY.

1	1	South Hadley, . . .	\$.005-66	8	13	Enfield, . . .	\$.003-90
9	2	Williamsburg, . . .	.005-48	18	14	Worthington, . . .	.003-81
3	3	Ware, . . .	.005-39	15	15	Hadley, . . .	.003-80
2	4	Huntington, . . .	.005-38	20	16	Pelham, . . .	.003-75
4	5	Belchertown, . . .	.005-31	16	17	Chesterfield, . . .	.003-72
5	6	Easthampton, . . .	.004-92	6	18	Prescott, . . .	.003-69
7	7	Westhampton, . . .	.004-61	19	19	Southampton, . . .	.003-64
10	8	Middlefield, . . .	.004-40	17	20	Plainfield, . . .	.003-44
14	9	Granby, . . .	.004-17	22	21	Hatfield, . . .	.003-11
12	10	Amherst, . . .	.004-04	21	22	Goshen, . . .	.002-92
11	11	Northampton, . . .	.003-99	23	23	Cummington, . . .	.002-10
13	12	Greenwich, . . .	.003-91				

MIDDLESEX COUNTY.

9	1	Holliston, . . .	\$.006-15	19	23	Townsend, . . .	\$.004-35
8	2	Ashland, . . .	.006-07	27	24	Billerica, . . .	.004-24
1	3	Tyngsborough, . . .	.006-97	26	25	Somerville, . . .	.004-21
3	4	Wayland, . . .	.005-69	23	26	Dracut, . . .	.004-17
4	5	Westford, . . .	.005-60	33	27	Reading, . . .	.004-15
7	6	Hudson, . . .	.005-30	22	28	Ayer, . . .	.004-13
5	7	Sudbury, . . .	.005-25	25	29	Medford, . . .	.004-11
10	8	Hopkinton, . . .	.005-21	30	30	Sherborn, . . .	.004-05
15	9	Pepperell, . . .	.005-19	21	31	Tewksbury, . . .	.003-89
2	10	North Reading, . . .	.005-17	43	32	Acton, . . .	.003-86
18	11	Mariborough, . . .	.005-07	29	33	Wakefield, . . .	.003-83
17	12	Natick, . . .	.005-05	39	34	Chelmsford, . . .	.003-81
34	13	Shirley, . . .	.005-04	28	35	Bedford, . . .	.003-73
12	14	Malden, . . .	.004-95	48	36	Boxborough, . . .	.003-69
16	15	Everett, . . .	.004-95	41	37	Waltham, . . .	.003-68
6	16	Littleton, . . .	.004-79	37	38	Arlington, . . .	.003-61
13	17	Framingham, . . .	.004-79	35	39	Maynard, . . .	.003-59
11	18	Concord, . . .	.004-70	36	40	Stoneham, . . .	.003-59
14	19	Woburn, . . .	.004-68	24	41	Dunstable, . . .	.003-58
20	20	Wilmington, . . .	.004-55	38	42	Lowell, . . .	.003-54
31	21	Ashby, . . .	.004-40	42	43	Cambridge, . . .	.003-47
32	22	Melrose, . . .	.004-38	45	44	Lexington, . . .	.003-42

SCHOOL RETURNS.

cxii

MIDDLESEX COUNTY — CONCLUDED.

For 1897-98, by the State valuation of 1897.	For 1898-99, by the State valuation of 1898.	TOWNS.	Percentage of val- uation appropriated to public schools — equivalent to mills and hundredths of mills.	For 1897-98, by the State valuation of 1897.	For 1898-99, by the State valuation of 1898.	TOWNS.	Percentage of val- uation appropriated to public schools — equivalent to mills and hundredths of mills.
44	45	Winchester, . .	\$.003-21	51	50	Newton, . . .	\$.002-71
46	46	Weston, . . .	.003-20	49	51	Belmont, . . .	.002-64
47	47	Burlington, . .	.003-12	53	52	Lincoln, . . .	.002-46
40	48	Watertown, . .	.002-88	54	53	Stow, . . .	.002-46
50	49	Carlisle, . . .	.002-88	52	54	Groton, . . .	.002-43

NANTUCKET COUNTY.

		Nantucket,	\$.001-79
--	--	----------------------	-----------

NORFOLK COUNTY.

1	1	Holbrook, . .	\$.006-02	13	15	Stoughton, . .	\$.004-19
2	2	Wrentham, . .	.006-02	15	16	Franklin, . . .	.004-15
4	3	Weymouth, . .	.005-84	17	17	Braintree, . .	.004-03
3	4	Randolph, . .	.005-78	18	18	Hyde Park, . .	.003-89
6	5	Bellingham, . .	.005-42	21	19	Needham, . . .	.003-88
7	6	Medway, . . .	.005-20	20	20	Canton, . . .	.003-83
6	7	Avon, . . . .	.004-88	19	21	Dedham, . . .	.003-77
8	8	Westwood, . .	.004-85	22	22	Medfield, . . .	.003-32
9	9	Foxborough, . .	.004-75	24	23	Dover, . . . .	.002-92
10	10	Walpole, . . .	.004-51	25	24	Cohasset, . . .	.002-44
11	11	Norfolk, . . .	.004-51	27	25	Milton, . . . .	.002-38
14	12	Norwood, . . .	.004-42	23	26	Wellesley, . .	.002-35
12	13	Quincy, . . .	.004-40	26	27	Sharon, . . . .	.002-29
16	14	Millis, . . . .	.004-31	28	28	Brookline, . .	.001-64

PLYMOUTH COUNTY.

1	1	Abington, . .	\$.007-03	16	15	Pembroke, . . .	\$.003-85
2	2	Bridgewater, . .	.005-84	15	16	W. Bridgewater,	.003-79
3	3	Rockland, . . .	.005-41	18	17	Halifax, . . .	.003-70
4	4	E. Bridgewater,	.005-38	17	18	Marshfield, . .	.003-61
5	5	Whitman, . . .	.005-11	20	19	Rochester, . . .	.003-19
6	6	Hanover, . . .	.005-06	21	20	Lakeville, . . .	.003-11
10	7	Brockton, . . .	.005-03	24	21	Plympton, . . .	.002-80
7	8	Hanson, . . . .	.004-85	19	22	Carver, . . . .	.002-79
9	9	Norwell, . . . .	.004-81	22	23	Scituate, . . .	.002-74
8	10	Middleborough, .	.004-66	23	24	Duxbury, . . .	.002-73
11	11	Hingham, . . .	.004-33	25	25	Marion, . . . .	.002-10
13	12	Plymouth, . . .	.003-99	26	26	Mattapoisett, .	.001-92
12	13	Kingston, . . .	.003-87	27	27	Hull, . . . . .	.001-44
14	14	Wareham, . . .	.003-87				

SUFFOLK COUNTY.

1	1	Chelsea, . . .	\$.004-02	3	3	Winthrop, . . .	\$.002-92
2	2	Revere, . . . .	.003-64	4	4	Boston, . . . .	.002-15

WORCESTER COUNTY.

For 1897-98, by the State valuation of 1897.	For 1898-99, by the State valuation of 1898.	TOWNS.	Percentage of val- uation appropriated to public schools — equivalent to mills and hundredths of mills.	For 1897-98, by the State valuation of 1897.	For 1898-99, by the State valuation of 1898.	TOWNS.	Percentage of val- uation appropriated to public schools — equivalent to mills and hundredths of mills.
1	1	West Boylston,	\$.011-04	33	31	Westborough, .	\$.004-54
5	2	Spencer, . . .	.006-53	23	32	Barre, . . .	.004-45
2	3	N. Brookfield, .	.006-44	14	33	Leicester, . .	.004-40
4	4	Auburn, . . .	.006-36	54	34	Boylston, . .	.004-40
18	5	Northbridge, . .	.006-15	29	35	West Brookfield,	.004-36
3	6	Holden, . . .	.006-12	46	36	Hardwick, . .	.004-31
7	7	Grafton, . . .	.006-04	42	37	Athol, . . .	.004-29
8	8	Upton, . . .	.006-00	24	38	Fitchburg, . .	.004-28
6	9	Brookfield, . .	.005-69	37	39	Uxbridge, . .	.004-25
16	10	Gardner, . . .	.005-62	40	40	Clinton, . . .	.004-23
20	11	Warren, . . .	.005-67	26	41	Shrewsbury, .	.004-12
9	12	Dudley, . . .	.005-48	38	42	Rutland, . . .	.004-06
11	13	Templeton, . .	.005-31	31	43	Charlton, . .	.004-05
56	14	Royalston, . .	.005-24	43	44	Milford, . . .	.004-02
32	15	Hubbardston, .	.005-21	44	45	Bolton, . . .	.003-99
17	16	Northborough, .	.005-16	45	46	Worcester, . .	.003-99
12	17	Blackstone, . .	.005-07	48	47	Webster, . . .	.003-91
13	18	Millbury, . . .	.005-05	49	48	Winchendon, .	.003-83
19	19	Douglas, . . .	.004-90	50	49	Princeton, . .	.003-79
22	20	Oxford, . . .	.004-86	41	50	Phillipston, .	.003-77
28	21	Leominster, . .	.004-84	34	51	Petersham, . .	.003-58
10	22	Sturbridge, . .	.004-83	51	52	Lunenburg, . .	.003-51
25	23	Sutton, . . .	.004-78	53	53	Harvard, . . .	.003-33
36	24	Sterling, . . .	.004-76	55	54	Paxton, . . .	.003-28
21	25	Ashburnham, . .	.004-74	52	55	Dana, . . .	.002-86
35	26	Mendon, . . .	.004-59	30	56	New Braintree, .	.002-80
47	27	Southborough, .	.004-58	58	57	Berlin, . . .	.002-65
15	28	Westminster, . .	.004-56	57	58	Lancaster, . .	.002-63
27	29	Oakham, . . .	.004-56	59	59	Hopedale, . .	.001-62
39	30	Southbridge, . .	.004-56				

SCHOOL RETURNS.

cxiii

GRADUATED TABLES—SECOND SERIES.

Showing the Different Counties in the State, numerically arranged, according to the Percentage of their Taxable Property appropriated for the Support of Public Schools for the Year 1898-99.

For 1897-98, by the State Valuation of 1897.	COUNTIES.	Percentage of valuation appropriated to public schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of public schools.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	TOTAL.	Valuation of 1898.	Amount of voluntary contributions for public schools.
1	Franklin,	\$.004-86	\$107,792 76	\$1,372 57	\$109,165 33	\$22,455,992	\$53 24
2	Berkshire,	.004-68	247,681 92	2,430 85	250,092 77	63,347,096	261 16
3	Plymouth,	.004-41	328,968 55	6,161 66	335,130 21	75,861,862	60,776 78
4	Hampshire,	.004-40	137,773 55	2,798 14	140,591 69	31,895,987	114 00
5	Worcester,	.004-32	963,888 70	10,096 87	973,955 57	225,016,838	8,032 00
6	Hampden,	.003-91	633,383 32	4,696 46	638,089 78	137,273,373	3,374 84
7	Middlesex,	.003-81	1,870,795 57	8,740 79	1,879,536 36	492,304,679	3,115 50
8	Barnstable,	.003-78	82,556 34	1,442 35	83,998 69	22,601,424	600 00
9	Essex,	.003-68	945,049 15	7,000 81	952,049 96	288,421,127	240 00
10	Bristol,	.003-57	630,500 31	9,268 03	639,768 34	179,041,277	163 25
11	Norfolk,	.003-02	544,839 92	7,774 63	552,614 55	182,845,124	7,573 00
12	Dukes,	.002-29	9,099 00	512 70	9,611 70	4,191,738	100 00
13	Suffolk,	.002-21	2,365,611 92	23,069 13	2,378,721 05	1,076,723,301	672 80
14	Nantucket,	.001-49	5,775 02	264 00	6,039 02	3,362,996	—

AGGREGATE FOR THE STATE.

STATE,	\$.003-20	\$8,763,716 03	\$85,626 95	\$8,849,342 98	\$2,764,242,784	\$84,876 03
--------	-----------	----------------	-------------	----------------	-----------------	-------------

GRADUATED TABLES — SECOND SERIES.

Showing the Arrangement of Counties according to their Appropriations, including Voluntary Contributions.

For 1887-'88, by the State valuation of 1887.	For 1888-'89, by the State valuation of 1888.	COUNTIES.	Percentage of valuation appropriated to public schools — equivalent to mills and hundredths of mills.
5	1	Plymouth,	\$.005-21
2	2	Franklin, . . . . .	.004-86
1	3	Berkshire, . . . . .	.004-69
3	4	Hampshire, . . . . .	.004-41
4	5	Worcester, . . . . .	.004-36
8	6	Hampden, . . . . .	.003-94
6	7	Middlesex, . . . . .	.003-82
7	8	Barnstable, . . . . .	.003-75
9	9	Essex, . . . . .	.003-68
10	10	Bristol, . . . . .	.003-57
11	11	Norfolk, . . . . .	.003-06
12	12	Dukes, . . . . .	.002-31
13	13	Suffolk, . . . . .	.002-21
14	14	Nantucket, . . . . .	.001-49
STATE,			\$.003-23

GRADUATED TABLES — THIRD SERIES.

The following Table exhibits the ratio of the average attendance for the year in each town to the whole number of children between 5 and 15 according to the returns.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a dash, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals with the appropriate mathematical sign appended indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept and the returns correctly made, are to be thus explained: The average attendance upon all public schools being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15 may more than compensate for the absence of children between those ages. The rank of the towns standing highest in the following Table is in accordance with the returns. As the returns are often incorrect, the rank may be too high in some cases.

GRADUATED TABLES—THIRD SERIES.

[FOR THE STATE.]

In which all the Towns in the State are numerically arranged according to the AVERAGE ATTENDANCE of the Children upon the Public Schools for the Year 1898-99.

TOWNS.				TOWNS.					
	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		
1	Manchester, .	295	309	1.47-45	41	Monson, .	590	590	1.00-00
2	Princeton, .	95	115	1.21-05	42	Dana, .	106	106	1.00-00
3	Granby, .	112	132	1.17-85	43	Mansfield, .	635	633	.99-68
4	Bellingham, .	197	228	1.15-73	44	Shelburne, .	209	208	.99-52
5	West Boylston, .	392	447	1.14-03	45	Frammingham, .	1,883	1,871	.99-36
6	Charlemont, .	164	185	1.12-80	46	New Salem, .	136	135	.99-26
7	South Hadley, .	654	725	1.10-85	47	Somerset, .	369	366	.99-18
8	Orange, .	905	1,003	1.10-82	48	Blandford, .	116	115	.99-13
9	Whitman, .	920	1,003	1.09-02	49	Brookline, .	2,803	2,777	.99-07
10	Middlefield, .	89	97	1.08-98	50	Hopkinton, .	463	458	.98-92
11	Medfield, .	201	219	1.08-95	51	Randolph, .	602	594	.98-67
12	Ashfield, .	132	143	1.08-33	52	Norwell, .	213	210	.98-59
13	Prescott, .	50	54	1.08-00	53	Gt. Barrington, .	762	751	.98-55
14	Marblehead, .	1,022	1,095	1.07-14	54	Ashburnham, .	342	337	.98-53
15	Melrose, .	2,188	2,343	1.07-08	55	Kingston, .	300	295	.98-33
16	Asbland, .	283	302	1.06-71	56	Greenfield, .	1,284	1,262	.98-28
17	Oakham, .	80	85	1.06-25	57	Lincoln, .	160	157	.98-12
18	Weston, .	209	221	1.05-74	58	Swansea, .	211	207	.98-10
19	Westborough, .	649	683	1.05-23	59	Medford, .	2,784	2,728	.97-98
20	Rockland, .	957	1,003	1.04-80	60	Littleton, .	194	190	.97-93
21	Westford, .	353	369	1.04-53	61	Templeton, .	480	470	.97-91
22	Concord, .	724	754	1.04-14	62	Yarmouth, .	192	188	.97-91
23	Mendon, .	124	129	1.04-03	63	Rockport, .	724	708	.97-79
24	Natick, .	1,578	1,640	1.03-92	64	Acton, .	264	258	.97-72
25	Hanover, .	288	299	1.03-81	65	Wayland, .	403	393	.97-51
26	Winchester, .	1,121	1,162	1.03-65	66	Amherst, .	661	644	.97-42
27	Warren, .	556	576	1.03-59	67	Brookfield, .	488	475	.97-33
28	Milford, .	1,281	1,320	1.03-04	68	Merrimac, .	394	383	.97-20
29	Hingham, .	642	661	1.02-95	69	Belmont, .	495	481	.97-17
30	Cobasset, .	387	398	1.02-84	70	Ayer, .	411	399	.97-08
31	Essex, .	274	281	1.02-55	71	Westminster, .	202	196	.97-02
32	Bridgewater, .	616	631	1.02-43	72	Dalton, .	533	517	.96-99
33	Gloucester, .	3,964	4,035	1.01-79	73	Chatham, .	248	239	.96-37
34	Norwood, .	943	959	1.01-69	74	Plymouth, .	1,374	1,324	.96-36
35	Wellsfleet, .	121	123	1.01-65	75	Chelmsford, .	562	541	.96-26
36	Medway, .	459	465	1.01-30	76	Provincetown, .	742	714	.96-22
37	Weymouth, .	1,913	1,930	1.00-83	77	Duxbury, .	237	228	.96-20
38	Upton, .	282	283	1.00-35	78	Hudson, .	915	880	.96-17
39	Barnstable, .	627	629	1.00-31	79	Dedham, .	1,241	1,192	.96-05
40	Braintree, .	953	954	1.00-10	80	Hopedale, .	241	231	.95-85

SCHOOL RETURNS.

cxvii

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
81	Monroe, . . .	48	46	.95-83	141	Sudbury, . . .	195	176	.90-25
82	North Reading, .	137	131	.95-62	142	Plainfield, . .	81	73	.90-12
83	Pepperell, . . .	615	588	.95-60	143	Sharon, . . .	271	244	.90-03
84	West Tisbury, .	45	43	.95-55	144	Dartmouth, . .	565	508	.89-91
85	Sandwich, . . .	220	210	.95-45	145	Petersham, . .	99	89	.89-89
86	Sterling, . . .	195	186	.95-38	146	Bedford, . . .	198	178	.89-89
87	Wakefield, . .	1,620	1,545	.95-37	147	Tisbury, . . .	128	115	.89-84
88	Leominster, . .	1,646	1,569	.95-32	148	Wrentham, . .	450	404	.89-77
89	Billerica, . . .	468	446	.95-29	149	N. Attleboro', .	1,220	1,096	.89-75
90	Holliston, . . .	439	417	.94-98	150	Nahant, . . .	113	101	.89-38
91	Stoneham, . . .	944	896	.94-91	151	Lenox, . . .	553	493	.89-15
92	Everett, . . .	4,175	3,969	.94-82	152	W. Brookfield, .	225	200	.88-88
93	Williamstown, .	810	767	.94-69	153	Holbrook, . . .	447	397	.88-81
94	Easthampton, .	828	782	.94-44	154	Chesterfield, .	80	71	.88-75
95	Cheshire, . . .	176	166	.94-31	155	Winchendon, .	861	762	.88-50
96	Maynard, . . .	590	556	.94-24	156	Pembroke, . . .	181	160	.88-39
97	Hubbardston, .	174	164	.94-24	157	Enfield, . . .	206	182	.88-34
98	Georgetown, . .	340	320	.94-11	158	Millis, . . .	197	174	.88-32
99	Groveland, . . .	403	379	.94-04	159	Rutland, . . .	187	165	.88-23
100	Abington, . . .	707	664	.93-91	160	Buckland, . . .	260	229	.88-07
101	Lexington, . . .	589	553	.93-88	161	Warwick, . . .	117	103	.88-03
102	Heath, . . .	97	91	.93-81	162	Deerfield, . . .	249	219	.87-95
103	Foxborough, . .	519	486	.93-64	163	Brockton, . . .	6,281	5,523	.87-93
104	Saugus, . . .	958	897	.93-63	164	Somerville, . .	9,845	8,636	.87-71
105	Shutesbury, . .	46	43	.93-47	165	Carver, . . .	170	149	.87-64
106	Reading, . . .	845	789	.93-37	166	Easton, . . .	876	766	.87-44
107	Hampden, . . .	88	82	.93-18	167	Quincy, . . .	4,745	4,148	.87-41
108	Winthrop, . . .	837	779	.93-07	168	Malden, . . .	5,570	4,863	.87-30
109	Middleborough, .	1,021	950	.93-04	169	Dennis, . . .	453	395	.87-19
110	Avon, . . .	269	250	.92-95	170	Wilmington, . .	281	245	.87-18
111	North Andover, .	729	676	.92-72	171	Wareham, . . .	537	468	.87-15
112	Needham, . . .	660	612	.92-72	172	Williamsburg, .	396	345	.87-12
113	Sunderland, . .	95	88	.92-63	173	Attleborough, .	1,703	1,482	.87-02
114	Ashby, . . .	135	125	.92-59	174	Scituate, . . .	385	335	.87-01
115	Shrewsbury, . .	242	224	.92-56	175	Walpole, . . .	568	493	.86-79
116	Nantucket, . . .	363	335	.92-28	176	Hadley, . . .	252	218	.86-50
117	Beverly, . . .	2,081	1,920	.92-11	177	Gardner, . . .	1,861	1,609	.86-45
118	Danvers, . . .	1,398	1,287	.92-06	178	Revere, . . .	1,970	1,701	.86-34
119	Lunenburg, . . .	188	182	.91-91	179	Southborough, .	320	276	.86-25
120	Northbridge, . .	1,168	1,072	.91-78	180	Northborough, .	383	330	.86-16
121	Northfield, . . .	207	190	.91-78	181	Oxford, . . .	419	361	.86-15
122	Dunstable, . . .	60	55	.91-66	182	Wellesley, . . .	669	576	.86-09
123	E. Bridgewater, .	489	448	.91-61	183	Andover, . . .	1,057	909	.85-99
124	Sturbridge, . . .	321	294	.91-58	184	Tolland, . . .	57	49	.85-96
125	Orleans, . . .	187	171	.91-44	185	Salisbury, . . .	231	198	.85-71
126	Hinsdale, . . .	242	221	.91-32	186	Newton, . . .	5,259	4,496	.85-49
127	Norfolk, . . .	126	115	.91-26	187	Topsfield, . . .	151	129	.85-43
128	Bourne, . . .	309	272	.91-25	188	Pittsfield, . . .	4,118	3,518	.85-42
129	Mattapoisett, . .	132	120	.90-90	189	Edgartown, . .	137	117	.85-40
130	Freetown, . . .	195	177	.90-76	190	Lancaster, . . .	416	355	.85-33
131	Uxbridge, . . .	584	530	.90-75	191	Cambridge, . . .	14,036	11,978	.85-33
132	Townsend, . . .	269	244	.90-70	192	Auburn, . . .	284	242	.85-21
133	Dighton, . . .	257	233	.90-66	193	Phillipston, . .	60	51	.85-00
134	Arlington, . . .	1,294	1,171	.90-49	194	Holden, . . .	473	402	.84-98
135	Cummington, . .	126	114	.90-47	195	Fairhaven, . . .	605	514	.84-96
136	Groton, . . .	388	351	.90-46	196	Lynnfield, . . .	112	95	.84-82
137	Conway, . . .	219	198	.90-41	197	Truro, . . .	151	128	.84-76
138	Falmouth, . . .	395	357	.90-37	198	Westfield, . . .	1,987	1,682	.84-65
139	Leicester, . . .	565	510	.90-26	199	Savoy, . . .	91	77	.84-61
140	Milton, . . .	1,098	991	.90-25	200	Stow, . . .	128	108	.84-37

TOWNS.				TOWNS.					
	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		
201	W. Newbury, . . .	236	199	.84-32	261	Leverett, . . .	126	97	.76-98
202	Athol, . . .	1,040	875	.84-13	262	Montarey, . . .	82	63	.76-82
203	Worcester, . . .	19,256	16,200	.84-11	263	New Braintree, . . .	85	65	.76-47
204	W. Springfield, . . .	1,499	1,258	.83-92	264	Otis, . . .	63	48	.76-19
205	W. Stockb'dge, . . .	216	181	.83-79	265	Plympton, . . .	58	44	.75-86
206	Westport, . . .	483	404	.83-64	266	Tewksbury, . . .	469	355	.75-69
207	Springfield, . . .	9,202	7,688	.83-54	267	Rowley, . . .	196	148	.75-51
208	Gosnold, . . .	18	15	.83-33	268	Dover, . . .	112	84	.75-00
209	W. B'dgewater, . . .	291	242	.83-16	269	Dracut, . . .	522	391	.74-90
210	Whately, . . .	83	69	.83-13	270	Newbury, . . .	235	176	.74-89
211	Shirley, . . .	230	191	.83-04	271	Westwood, . . .	166	124	.74-69
212	Hawley, . . .	75	62	.82-66	272	Millbury, . . .	902	674	.74-61
213	Blackstone, . . .	818	675	.82-51	273	Lee, . . .	642	477	.74-29
214	Marshfield, . . .	245	202	.82-44	274	E. Lo'gm'dow, . . .	350	260	.74-28
215	Barre, . . .	328	270	.82-31	275	Hoxford, . . .	93	69	.74-19
216	Mashpee, . . .	56	46	.82-14	276	Chelsea, . . .	5,966	4,425	.74-17
217	Russell, . . .	139	114	.82-01	277	Worthington, . . .	147	109	.74-14
218	Belchertown, . . .	476	390	.81-93	278	Northampton, . . .	2,902	2,151	.74-12
219	Huntington, . . .	281	230	.81-85	279	Rowe, . . .	73	54	.73-97
220	Harwich, . . .	367	300	.81-74	280	Bernardston, . . .	119	88	.73-94
221	Adams, . . .	2,135	1,742	.81-59	281	Richmond, . . .	152	112	.73-68
222	Windsor, . . .	81	66	.81-48	282	Haverhill, . . .	5,903	4,323	.73-23
223	Berkley, . . .	155	126	.81-29	283	Paxton, . . .	67	49	.73-13
224	Boston, . . .	83,097	67,557	.81-29	284	Watertown, . . .	1,360	989	.72-72
225	Lynn, . . .	10,539	8,549	.81-11	285	Wilbraham, . . .	271	197	.72-69
226	Tyngsborough, . . .	90	73	.81-11	286	Chester, . . .	274	199	.72-62
227	Boxborough, . . .	68	55	.80-88	287	Becket, . . .	168	121	.72-62
228	Colrain, . . .	297	240	.80-80	288	Sandisfield, . . .	126	91	.72-22
229	Hull, . . .	156	126	.80-76	289	New Marlboro', . . .	218	157	.72-01
230	Stockbridge, . . .	436	351	.80-60	290	Brewster, . . .	167	120	.71-84
231	Pelham, . . .	92	74	.80-43	291	Sherborn, . . .	183	131	.71-58
232	Grafton, . . .	906	728	.80-35	292	Franklin, . . .	744	532	.71-50
233	Brimfield, . . .	127	102	.80-31	293	Hatfield, . . .	242	173	.71-48
234	Berlin, . . .	142	114	.80-28	294	Charlton, . . .	322	230	.71-42
235	Swampscott, . . .	672	539	.80-20	295	Westhampton, . . .	108	77	.71-29
236	Longmeadow, . . .	110	88	.80-00	296	Halifax, . . .	86	61	.70-93
237	Royalston, . . .	137	109	.79-56	297	Montgomery, . . .	54	38	.70-37
238	Taunton, . . .	4,927	3,917	.79-50	298	Florida, . . .	81	57	.70-37
239	Harvard, . . .	139	110	.79-13	299	Hyde Park, . . .	2,096	1,471	.70-18
240	Bolton, . . .	133	105	.78-94	300	Washington, . . .	70	49	.70-00
241	Methuen, . . .	1,265	998	.78-89	301	New Ashford, . . .	20	14	.70-00
242	Erving, . . .	227	179	.78-85	302	Granville, . . .	217	151	.69-58
243	Gay Head, . . .	33	26	.78-78	303	Marion, . . .	151	105	.69-53
244	Norton, . . .	240	189	.78-75	304	Rochester, . . .	164	114	.69-51
245	Eastham, . . .	70	55	.78-57	305	Montague, . . .	1,361	946	.69-50
246	Leyden, . . .	65	51	.78-46	306	Lowell, . . .	12,989	9,022	.69-45
247	Hanson, . . .	207	162	.78-26	307	Rehoboth, . . .	330	228	.69-09
248	Palmer, . . .	1,233	963	.78-10	308	Walham, . . .	3,765	2,598	.69-00
249	Ipswich, . . .	793	619	.78-05	309	Marlborough, . . .	3,217	2,220	.69-00
250	Sheffield, . . .	305	238	.78-03	310	Cottage City, . . .	193	133	.68-91
251	Greenwich, . . .	72	56	.77-77	311	Douglas, . . .	442	304	.68-77
252	Southwick, . . .	193	150	.77-72	312	Southampton, . . .	220	150	.68-18
253	Hamilton, . . .	242	188	.77-68	313	Canton, . . .	784	533	.67-98
254	Acushnet, . . .	179	139	.77-65	314	Gill, . . .	131	89	.67-93
255	Clinton, . . .	2,327	1,804	.77-52	315	Wenham, . . .	165	112	.67-87
256	Stoughton, . . .	873	676	.77-43	316	Ware, . . .	1,454	966	.67-81
257	Peabody, . . .	1,980	1,533	.77-42	317	Wales, . . .	155	105	.67-74
258	Goshen, . . .	66	51	.77-27	318	Newburyport, . . .	2,183	1,464	.67-06
259	Raynham, . . .	245	189	.77-14	319	Spencer, . . .	1,744	1,158	.66-89
260	Woburn, . . .	3,136	2,417	.77-07	320	North Adams, . . .	4,134	2,726	.65-94

SCHOOL RETURNS.

cxix

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
321	Seekonk, .	280	171	.65-76	338	N. Brookfield,	995	602	.60-50
322	Chicopee, .	2,877	1,888	.65-62	339	Lakeville, .	153	92	.60-13
323	Clarksburg, .	241	158	.65-56	340	Chilmark, .	45	27	.60-00
324	Fitchburg, .	5,627	3,611	.65-33	341	Hancock, .	82	49	.59-75
325	Egremont, .	115	75	.65-21	342	Amesbury, .	1,668	989	.59-29
326	Hardwick, .	481	313	.65-07	343	Wendell, .	105	62	.59-04
327	Boylston, .	143	93	.65-03	344	Fall River, .	20,100	11,439	.56-91
328	Tyringham, .	59	38	.64-40	345	Burlington, .	94	53	.56-38
329	Agawam, .	550	354	.64-36	346	Lanesboro', .	180	101	.56-11
330	Lawrence, .	10,085	6,436	.63-81	347	Southbridge, .	1,685	918	.54-48
331	Middleton, .	138	88	.63-76	348	Peru, .	62	31	.50-00
332	Alford, .	33	21	.63-63	349	Holyoke, .	9,232	4,511	.49-94
333	Salem, .	6,082	3,825	.62-89	350	Dudley, .	672	327	.48-66
334	Carlisle, .	86	54	.62-79	351	Sutton, .	608	282	.46-38
335	New Bedford, .	11,109	6,966	.62-70	352	Webster, .	1,643	616	.37-49
336	Ludlow, .	519	319	.61-46	353	Mt. Wash'ton,	29	8	.27-58
337	Holland, .	23	14	.60-86					

GRADUATED TABLES—THIRD SERIES.

[COUNTY TABLES.]

In which all the Towns in the respective Counties in the State are numerically arranged according to the AVERAGE ATTENDANCE of their Children upon the Public Schools for the Year 1898-99.

[For an explanation of the principles on which the Tables are constructed, see *ante*, p. cxv.]

BARNSTABLE COUNTY.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 Wellfleet, .	121	123	1.01-65	9 Falmouth, .	395	357	.90-37
2 Barnstable, .	627	629	1.00-31	10 Dennis, .	453	395	.87-19
3 Yarmouth, .	192	188	.97-91	11 Truro, .	151	128	.84-76
4 Chatham, .	248	239	.96-37	12 Mashpee, .	56	46	.82-14
5 Provincetown, .	742	714	.96-22	13 Harwich, .	367	300	.81-74
6 Sandwich, .	220	210	.95-45	14 Eastham, .	70	55	.78-57
7 Orleans, .	187	171	.91-44	15 Brewster, .	167	120	.71-84
8 Bourne, .	309	272	.91-25				

BERKSHIRE COUNTY.

1 Gt. Barringt'n, .	762	751	.98-55	17 Richmond, .	152	112	.73-68
2 Dalton, .	533	517	.96-99	18 Becket, .	168	121	.72-62
3 Williamstown, .	810	767	.94-69	19 Sandisfield, .	126	91	.72-22
4 Cheshire, .	176	166	.94-31	20 New Marlboro', .	218	157	.72-01
5 Hinsdale, .	242	221	.91-32	21 Florida, .	81	57	.70-37
6 Lenox, .	553	493	.89-15	22 Washington, .	70	49	.70-00
7 Pittsfield, .	4,118	3,518	.85-42	23 New Ashford, .	20	14	.70-00
8 Savoy, .	91	77	.84-61	24 North Adams, .	4,134	2,726	.65-94
9 W. Stockbridge, .	216	181	.83-79	25 Clarksburg, .	241	168	.65-66
10 Adams, .	2,135	1,742	.81-59	26 Egremont, .	115	75	.65-21
11 Windsor, .	81	66	.81-48	27 Tyringham, .	59	38	.64-40
12 Stockbridge, .	436	351	.80-50	28 Alford, .	33	21	.63-63
13 Sheffield, .	305	238	.78-03	29 Hancock, .	82	49	.69-75
14 Monterey, .	82	63	.76-82	30 Lanesborough, .	180	101	.66-11
15 Otis, .	63	48	.76-19	31 Peru, .	62	31	.60-00
16 Lee, .	642	477	.74-29	32 Mt. Washington, .	29	8	.27-58

SCHOOL RETURNS.

cxix

BRISTOL COUNTY.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 Mansfield, .	635	633	.99-68	11 Westport, .	483	404	.83-64
2 Somerset, .	369	366	.99-18	12 Berkley, .	155	126	.81-29
3 Swansea, .	211	207	.98-10	13 Taunton, .	4,927	3,917	.79-50
4 Freetown, .	195	177	.90-76	14 Norton, .	240	189	.78-75
5 Dighton, .	257	233	.90-66	15 Acushnet, .	179	139	.77-65
6 Dartmouth, .	565	508	.89-91	16 Raynham, .	245	189	.77-14
7 No. Attleboro',	1,220	1,095	.89-75	17 Rehoboth, .	330	228	.69-09
8 Easton, .	876	768	.87-44	18 Seekonk, .	260	171	.65-76
9 Attleborough, .	1,703	1,482	.87-02	19 New Bedford, .	11,109	6,966	.62-70
10 Fairhaven, .	605	614	.84-95	20 Fall River, .	20,100	11,439	.56-91

DUKES COUNTY.

1 West Tisbury, .	45	43	.95-55	5 Gay Head, .	33	26	.78-78
2 Tisbury, .	128	115	.89-54	6 Cottage City, .	193	133	.68-91
3 Edgartown, .	137	117	.85-40	7 Chilmark, .	45	27	.60-00
4 Gosnold, .	18	15	.83-33				

ESSEX COUNTY.

1 Manchester, .	295	309	1.47-45	18 West Newbury, .	236	199	.84-32
2 Marblehead, .	1,022	1,095	1.07-14	19 Lynn, .	10,539	8,549	.81-11
3 Essex, .	274	281	1.02-55	20 Swampscott, .	672	539	.80-20
4 Gloucester, .	3,964	4,035	1.01-79	21 Methuen, .	1,265	998	.78-89
5 Rockport, .	724	708	.97-79	22 Ipswich, .	793	619	.78-05
6 Merrimac, .	394	383	.97-20	23 Hamilton, .	242	188	.77-68
7 Georgetown, .	340	320	.94-71	24 Peabody, .	1,980	1,533	.77-42
8 Groveland, .	403	379	.94-04	25 Rowley, .	196	148	.75-51
9 Saugus, .	958	897	.93-63	26 Newbury, .	235	176	.74-89
10 North Andover, .	729	676	.92-72	27 Boxford, .	93	69	.74-19
11 Beverly, .	2,081	1,920	.92-11	28 Haverhill, .	5,903	4,323	.73-23
12 Danvers, .	1,398	1,287	.92-06	29 Wenham, .	166	112	.67-87
13 Nahant, .	113	101	.89-38	30 Newburyport, .	2,183	1,464	.67-06
14 Andover, .	1,057	909	.85-99	31 Lawrence, .	10,086	6,436	.63-81
15 Salisbury, .	231	198	.85-71	32 Middleton, .	138	88	.63-76
16 Topsfield, .	151	129	.85-43	33 Salem, .	6,082	3,825	.62-89
17 Lynnfield, .	112	95	.84-82	34 Amesbury, .	1,668	989	.59-29

FRANKLIN COUNTY.

1 Charlemont, .	164	185	1.12-80	7 Monroe, .	48	46	.95-83
2 Orange, .	905	1,003	1.10-82	8 Heath, .	97	91	.93-81
3 Ashfield, .	132	143	1.08-33	9 Shutesbury, .	46	43	.93-47
4 Shelburne, .	209	208	.99-52	10 Sunderland, .	95	88	.92-63
5 New Salem, .	136	135	.99-26	11 Northfield, .	207	190	.91-78
6 Greenfield, .	1,284	1,262	.98-28	12 Conway, .	219	198	.90-41

FRANKLIN COUNTY—CONCLUDED.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
13 Buckland, . .	260	229	.88-07	20 Leyden, . .	65	51	.78-46
14 Warwick, . .	117	103	.88-03	21 Leverett, . .	126	97	.76-98
15 Deerfield, . .	249	219	.87-95	22 Rowe, . .	73	54	.73-97
16 Whately, . .	83	69	.83-13	23 Bernardston, . .	119	83	.73-94
17 Hawley, . .	75	62	.82-66	24 Montague, . .	1,361	946	.69-50
18 Colrain, . .	297	240	.80-80	25 Gill, . .	131	89	.67-93
19 Erving, . .	227	179	.78-85	26 Wendell, . .	105	62	.59-04

HAMPDEN COUNTY.

1 Monson, . .	590	590	1.00-00	13 E. Longmead'w, . .	350	260	.74-28
2 Blandford, . .	116	115	.99-13	14 Wilbraham, . .	271	197	.72-69
3 Hampden, . .	88	82	.93-18	15 Chester, . .	274	199	.72-62
4 Tolland, . .	57	49	.85-96	16 Montgomery, . .	54	38	.70-37
5 Westfield, . .	1,987	1,682	.84-65	17 Granville, . .	217	151	.69-58
6 W. Springfield, . .	1,499	1,258	.83-92	18 Wales, . .	155	106	.67-74
7 Springfield, . .	9,202	7,688	.83-54	19 Chicopee, . .	2,877	1,888	.65-62
8 Russell, . .	139	114	.82-01	20 Agawam, . .	550	354	.64-36
9 Brimfield, . .	127	102	.80-31	21 Ludlow, . .	519	319	.61-46
10 Longmeadow, . .	110	88	.80-00	22 Holland, . .	23	14	.60-86
11 Palmer, . .	1,233	963	.78-10	23 Holyoke, . .	9,232	4,511	.49-94
12 Southwick, . .	193	150	.77-72				

HAMPSHIRE COUNTY.

1 Granby, . .	112	132	1.17-85	13 Belchertown, . .	476	390	.81-93
2 South Hadley, . .	654	725	1.10-85	14 Huntington, . .	280	230	.81-85
3 Middlefield, . .	89	97	1.08-98	15 Pelham, . .	92	74	.80-43
4 Prescott, . .	50	54	1.08-00	16 Greenwich, . .	72	56	.77-77
5 Amherst, . .	661	644	.97-42	17 Goshen, . .	66	51	.77-27
6 Easthampton, . .	828	782	.94-44	18 Worthington, . .	147	109	.74-14
7 Cummington, . .	126	114	.90-47	19 Northampton, . .	2,902	2,161	.74-12
8 Plainfield, . .	81	73	.90-12	20 Hatfield, . .	242	173	.71-48
9 Chesterfield, . .	80	71	.88-75	21 Westhampton, . .	108	77	.71-29
10 Enfield, . .	206	182	.88-34	22 Southampton, . .	220	150	.68-18
11 Williamsburg, . .	396	345	.87-12	23 Ware, . .	1,454	986	.67-81
12 Hadley, . .	252	218	.86-50				

MIDDLESEX COUNTY.

1 Ashland, . .	283	302	1.06-71	7 Winchester, . .	1,121	1,162	1.03-65
2 Melrose, . .	2,188	2,343	1.07-08	8 Framingham, . .	1,883	1,871	.99-36
3 Weston, . .	209	221	1.05-74	9 Hopkinton, . .	463	458	.98-92
4 Westford, . .	353	369	1.04-53	10 Lincoln, . .	160	157	.98-12
5 Concord, . .	724	754	1.04-14	11 Medford, . .	2,784	2,728	.97-98
6 Natick, . .	1,578	1,640	1.03-92	12 Littleton, . .	194	190	.97-93

SCHOOL RETURNS.

cxxiii

MIDDLESEX COUNTY — CONCLUDED.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
13 Acton, . . .	264	258	.97-72	34 Sudbury, . . .	195	176	.90-25
14 Wayland, . . .	403	393	.97-51	35 Bedford, . . .	198	178	.89-89
15 Belmont, . . .	495	481	.97-17	36 Somerville, . . .	9,845	8,636	.87-71
16 Ayer, . . .	411	399	.97-08	37 Malden, . . .	5,670	4,863	.87-30
17 Chelmsford, . . .	562	541	.96-26	38 Wilmington, . . .	281	245	.87-18
18 Hudson, . . .	915	880	.96-17	39 Newton, . . .	5,259	4,496	.85-49
19 No. Reading, . . .	137	131	.95-62	40 Cambridge, . . .	14,036	11,978	.85-33
20 Pepperell, . . .	615	588	.95-60	41 Stow, . . .	128	108	.84-37
21 Wakefield, . . .	1,620	1,545	.95-37	42 Shirley, . . .	230	191	.83-04
22 Billerica, . . .	468	446	.95-29	43 Tyngsborough, . . .	90	73	.81-11
23 Holliston, . . .	439	417	.94-98	44 Boxborough, . . .	68	55	.80-88
24 Stoneham, . . .	944	896	.94-91	45 Woburn, . . .	3,136	2,417	.77-07
25 Everett, . . .	4,175	3,959	.94-82	46 Tewksbury, . . .	469	355	.75-69
26 Maynard, . . .	590	556	.94-24	47 Dracut, . . .	522	391	.74-90
27 Lexington, . . .	589	563	.93-88	48 Watertown, . . .	1,360	989	.72-72
28 Reading, . . .	845	789	.93-37	49 Sherborn, . . .	183	131	.71-58
29 Ashby, . . .	135	125	.92-59	50 Lowell, . . .	12,989	9,022	.69-45
30 Dunstable, . . .	60	55	.91-66	51 Marlborough, . . .	3,217	2,220	.69-00
31 Townsend, . . .	269	244	.90-70	52 Waltham, . . .	3,765	2,598	.69-00
32 Arlington, . . .	1,294	1,171	.90-49	53 Carlisle, . . .	86	54	.62-79
33 Groton, . . .	388	351	.90-46	54 Burlington, . . .	94	53	.56-38

NANTUCKET COUNTY.

Nantucket,	363	335	.92-28
----------------------	-----	-----	--------

NORFOLK COUNTY.

1 Bellingham, . . .	197	228	1.15-73	15 Milton, . . .	1,098	991	.90-25
2 Medfield, . . .	201	219	1.08-95	16 Sharon, . . .	271	244	.90-03
3 Cohasset, . . .	387	398	1.02-84	17 Wrentham, . . .	450	404	.89-77
4 Norwood, . . .	943	959	1.01-69	18 Holbrook, . . .	447	397	.88-81
5 Medway, . . .	459	465	1.01-30	19 Millis, . . .	197	174	.88-32
6 Weymouth, . . .	1,913	1,930	1.00-88	20 Quincy, . . .	4,745	4,148	.87-41
7 Braintree, . . .	953	954	1.00-10	21 Walpole, . . .	568	493	.86-79
8 Brookline, . . .	2,803	2,777	.99-07	22 Wellesley, . . .	669	576	.86-09
9 Randolph, . . .	602	594	.98-67	23 Stoughton, . . .	873	676	.77-43
10 Dedham, . . .	1,241	1,192	.96-05	24 Dover, . . .	112	84	.76-00
11 Foxborough, . . .	519	486	.93-64	25 Westwood, . . .	166	124	.74-69
12 Avon, . . .	269	250	.92-95	26 Franklin, . . .	744	532	.71-60
13 Needham, . . .	680	612	.92-72	27 Hyde Park, . . .	2,096	1,471	.70-18
14 Norfolk, . . .	126	115	.91-26	28 Canton, . . .	784	533	.67-98

PLYMOUTH COUNTY.

1 Whitman, . . .	920	1,003	1.09-02	4 Hingham, . . .	642	661	1.02-95
2 Rockland, . . .	957	1,003	1.04-80	5 Bridgewater, . . .	616	631	1.02-48
3 Hanover, . . .	288	299	1.03-81	6 Norwell, . . .	213	210	.98-59

PLYMOUTH COUNTY — CONCLUDED.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
7 Kingston, .	300	295	.98-33	18 Scituate, .	385	335	.87-01
8 Plymouth, .	1,374	1,324	.96-36	19 W. Bridgewater, .	291	242	.83-16
9 Duxbury, .	237	228	.96-20	20 Marshfield, .	245	202	.82-44
10 Abington, .	707	664	.93-91	21 Hull, .	156	126	.80-76
11 Middleborough, .	1,021	950	.93-04	22 Hanson, .	207	162	.78-26
12 E. Bridgewater, .	489	448	.91-61	23 Plympton, .	58	44	.75-86
13 Mattapoisett, .	132	120	.90-90	24 Halifax, .	86	61	.70-93
14 Pembroke, .	181	160	.88-39	25 Marion, .	151	105	.69-53
15 Brockton, .	6,281	5,523	.87-93	26 Rochester, .	164	114	.69-51
16 Carver, .	170	149	.87-64	27 Lakeville, .	153	92	.60-13
17 Wareham, .	537	468	.87-15				

SUFFOLK COUNTY.

1 Winthrop, .	837	779	.93-07	3 Boston, .	83,097	67,557	.81-29
2 Revere, .	1,970	1,701	.86-34	4 Chelsea, .	5,966	4,425	.74-17

WORCESTER COUNTY.

1 Princeton, .	95	115	1.21-05	31 Oxford, .	419	361	.86-15
2 West Boylston, .	392	447	1.14-03	32 Lancaster, .	416	355	.85-33
3 Oakham, .	80	85	1.06-25	33 Auburn, .	284	242	.85-21
4 Westborough, .	649	683	1.05-23	34 Phillipston, .	60	51	.85-00
5 Mendon, .	124	129	1.04-03	35 Holden, .	473	402	.84-98
6 Warren, .	556	576	1.03-59	36 Athol, .	1,040	875	.84-13
7 Milford, .	1,281	1,320	1.03-04	37 Worcester, .	19,256	16,200	.84-11
8 Upton, .	282	283	1.00-35	38 Blackstone, .	818	675	.82-51
9 Dana, .	106	106	1.00-00	39 Barre, .	328	270	.82-31
10 Ashburnham, .	343	337	.98-53	40 Grafton, .	906	728	.80-35
11 Templeton, .	480	470	.97-91	41 Berlin, .	142	114	.80-28
12 Brookfield, .	488	475	.97-33	42 Royalston, .	137	109	.79-56
13 Westminster, .	202	196	.97-02	43 Harvard, .	139	110	.79-13
14 Hopedale, .	241	231	.95-85	44 Bolton, .	133	105	.78-94
15 Sterling, .	195	186	.95-38	45 Clinton, .	2,327	1,804	.77-52
16 Leominster, .	1,646	1,569	.95-32	46 New Braintree, .	85	65	.76-47
17 Hubbardston, .	174	164	.94-24	47 Millbury, .	902	674	.74-61
18 Shrewsbury, .	242	224	.92-56	48 Paxton, .	67	49	.73-13
19 Lunenburg, .	198	182	.91-91	49 Charlton, .	322	230	.71-42
20 Northbridge, .	1,168	1,072	.91-78	50 Douglas, .	442	304	.68-77
21 Sturbridge, .	321	294	.91-58	51 Spencer, .	1,744	1,158	.66-39
22 Uxbridge, .	584	530	.90-75	52 Fitchburg, .	5,527	3,611	.65-33
23 Leicester, .	565	510	.90-26	53 Hardwick, .	481	313	.65-07
24 Petersham, .	99	89	.89-89	54 Boylston, .	143	93	.65-03
25 W. Brookfield, .	225	200	.88-88	55 N. Brookfield, .	995	602	.60-50
26 Winchendon, .	861	762	.88-50	56 Southbridge, .	1,685	918	.54-48
27 Rutland, .	187	165	.88-23	57 Dudley, .	672	327	.48-66
28 Gardner, .	1,861	1,609	.86-45	58 Sutton, .	608	282	.46-38
29 Southborough, .	320	276	.86-25	59 Webster, .	1,643	616	.37-49
30 Northborough, .	383	330	.86-16				

GRADUATED TABLES—THIRD SERIES.

Table in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their Children upon the Public Schools for the Year 1898-99.

For 1897-98.	For 1898-99.	COUNTIES.	Ratio of attendance.
11	1	Nantucket, . . . . .	.92-28
2	2	Plymouth, . . . . .	.92-08
1	3	Barnstable, . . . . .	.91-68
3	4	Norfolk, . . . . .	.89-92
4	5	Franklin, . . . . .	.89-01
6	6	Middlesex, . . . . .	.85-35
7	7	Hampshire, . . . . .	.82-16
8	8	Suffolk, . . . . .	.81-05
10	9	Worcester, . . . . .	.80-04
5	10	Dukes, . . . . .	.79-46
9	11	Berkshire, . . . . .	.79-24
12	12	Essex, . . . . .	.77-35
13	13	Hampden, . . . . .	.70-04
14	14	Bristol, . . . . .	.66-60
STATE, . . . . .			.80-23

GRADUATED TABLES — FOURTH SERIES.

The following table was made out for the first time in the fifty-ninth report. In the First Series of Graduated Tables, which is required to meet the purposes of section 5, chapter 43 of the Public Statutes, the sums appropriated by towns for each child between five and fifteen years of age are given in a comparative way, and the towns are classified according to such amounts. The facts presented in this First Series have been freely used by some towns as a lever for increasing their appropriations; by other towns, as a lever for reducing them. Inasmuch as in some towns and cities large numbers of children between five and fifteen are in private schools; inasmuch, also, as the proportions of those children between five and fifteen years of age who attend the public schools vary considerably, the children entering later and leaving earlier in some towns than in others, it follows that the division of the amount appropriated for the public schools by the number of all the children between five and fifteen, without reference to whether they are in the public schools or not, may yield results that cannot be fairly used for purposes of comparison, unless it is known from other sources that the conditions of public school attendance are the same.

Now the money appropriated for the public schools is expended upon those persons who attend them, whether they are within or without the limits of five and fifteen. It is determined more by the average membership than by any other factor. Consequently this Fourth Series is valuable for making known in a comparative way just how the towns stand in what they spend upon each person actually in attendance upon the public schools. It is not necessary to repeat in the Fourth Series the amounts raised by taxes for the support of public schools since they are the same as in the First Series.

GRADUATED TABLES — FOURTH SERIES.

[FOR THE STATE.]

A Graduated Table in which all the Towns in the State are numerically arranged according to the Comparative Amounts of Money appropriated to them for the Education of Each Child included in the Average Membership of the Public Schools.

For 1898-99.	TOWNS.	Average membership of the public schools.	Sum appropriated for each child.	For 1898-99.	TOWNS.	Average membership of the public schools.	Sum appropriated for each child.
1	Weston, . . .	237	\$44 73.8	45	Somerville, . . .	9,085	\$23 53.0
2	Milton, . . .	1,080	43 51.8	46	Wellfleet, . . .	131	23 40.0
3	Nahant, . . .	111	42 41.7	47	Worcester, . . .	17,480	23 30.4
4	Hull, . . .	136	40 44.1	48	Abington, . . .	704	23 19.2
5	Westwood, . . .	136	36 37.0	49	Merrimac, . . .	397	23 02.0
6	Brookline, . . .	3,099	35 21.3	50	Stockbridge, . . .	363	22 95.8
7	Falmouth, . . .	397	32 79.8	51	Marshfield, . . .	216	22 79.5
8	Sudbury, . . .	188	32 62.6	52	Swampscott, . . .	572	22 61.0
9	Newton, . . .	4,845	31 01.5	53	Sherborn, . . .	142	22 60.5
10	Wellesley, . . .	603	30 67.9	54	Concord, . . .	806	22 41.5
11	Holyoke, . . .	4,957	29 89.1	55	Southborough, . . .	301	22 41.4
12	Boston, . . .	75,070	29 70.6	56	New Bedford, . . .	7,490	22 40.2
13	Tyngsborough, . . .	80	29 64.6	57	Barre, . . .	288	22 36.9
14	Lexington, . . .	692	28 14.3	58	Wayland, . . .	421	22 28.1
15	Lincoln, . . .	173	27 52.4	59	Westfield, . . .	1,782	22 23.9
16	Watertown, . . .	1,052	27 48.9	60	Orleans, . . .	186	22 21.1
17	Middleton, . . .	96	27 08.9	61	Winthrop, . . .	840	22 20.7
18	Cohasset, . . .	436	26 91.6	62	Shelburne, . . .	219	22 14.8
19	Springfield, . . .	8,260	26 86.9	63	Brockton, . . .	5,935	22 13.8
20	Canton, . . .	568	26 51.7	64	Lawrence, . . .	6,752	22 13.8
21	Dover, . . .	92	26 25.0	65	Mattapoisett, . . .	130	22 02.4
22	Burlington, . . .	61	25 84.2	66	Hopedale, . . .	242	21 97.0
23	Longmeadow, . . .	97	25 77.3	67	Taunton, . . .	4,132	21 82.2
24	Manchester, . . .	337	25 69.1	68	Melrose, . . .	2,506	21 81.8
25	Salem, . . .	4,214	25 35.8	69	Tisbury, . . .	126	21 79.0
26	Waltham, . . .	2,738	25 35.5	70	Lynn, . . .	9,204	21 75.7
27	Medford, . . .	3,078	25 34.0	71	Bourne, . . .	291	21 74.5
28	Belmont, . . .	509	25 27.1	72	Dalton, . . .	548	21 64.7
29	Fitchburg, . . .	3,801	25 26.3	73	Sandwich, . . .	224	21 17.6
30	Harvard, . . .	123	25 10.0	74	Acton, . . .	276	21 17.3
31	Easton, . . .	849	25 05.5	75	Ware, . . .	1,049	21 16.2
32	Malden, . . .	5,169	25 04.6	76	Sunderland, . . .	93	21 06.3
33	Lowell, . . .	10,064	24 95.5	77	Ashland, . . .	327	21 06.3
34	Princeton, . . .	127	24 91.6	78	Littleton, . . .	200	21 04.9
35	Barnstable, . . .	673	24 83.4	79	Yarmouth, . . .	202	21 04.1
36	Hingham, . . .	711	24 54.1	80	Lancaster, . . .	388	20 98.2
37	Hyde Park, . . .	1,586	24 48.8	81	Norton, . . .	209	20 96.3
38	Dedham, . . .	1,287	24 23.1	82	Bridgewater, . . .	672	20 83.4
39	Cambridge, . . .	12,907	24 10.5	83	Bernardston, . . .	98	20 82.1
40	Arlington, . . .	1,259	24 06.0	84	Franklin, . . .	585	20 81.0
41	Haverhill, . . .	4,638	23 96.2	85	Bedford, . . .	192	20 78.7
42	Petersham, . . .	94	23 68.4	86	Whately, . . .	77	20 77.9
43	Cottage City, . . .	153	23 68.3	87	Holliston, . . .	443	20 65.8
44	Deerfield, . . .	245	23 57.1	88	Sterling, . . .	200	20 57.0

For 1898-99.	TOWNS.	Average membership of the public schools.	Sum appropriated for each child.	For 1898-99.	TOWNS.	Average membership of the public schools.	Sum appropriated for each child.
89	Boxford, . . .	78	\$20 51.2	151	Danvers, . . .	1,405	\$17 92.3
90	Royalston, . . .	119	20 45.5	152	West Bridgewater, . . .	261	17 91.8
91	Dracut, . . .	423	20 38.4	153	Otis, . . .	58	17 83.0
92	North Adams, . . .	2,928	20 37.8	154	Wilmington, . . .	272	17 83.0
93	Swansea, . . .	227	20 34.1	155	Leicester, . . .	544	17 80.0
94	Walpole, . . .	541	20 31.9	156	Wrentham, . . .	501	17 79.4
95	Northampton, . . .	2,289	20 29.0	157	Wilbraham, . . .	220	17 77.2
96	Framingham, . . .	1,979	20 19.6	158	Warren, . . .	621	17 73.4
97	Groton, . . .	364	20 19.2	159	Norwell, . . .	234	17 72.2
98	Reading, . . .	833	20 16.8	160	Westford, . . .	402	17 66.1
99	Upton, . . .	306	20 10.6	161	Northbridge, . . .	1,117	17 61.2
100	Webster, . . .	653	20 02.6	162	Lee, . . .	618	17 61.0
101	Winchester, . . .	1,286	19 89.5	163	Whitman, . . .	1,051	17 56.1
102	Hardwick, . . .	332	19 79.9	164	Ipswich, . . .	689	17 54.6
103	Brewster, . . .	134	19 79.5	165	Westborough, . . .	730	17 52.8
104	Raynham, . . .	212	19 76.1	166	Woburn, . . .	2,603	17 51.8
105	Andover, . . .	980	19 65.2	167	Wakefield, . . .	1,662	17 45.1
106	Quincy, . . .	4,328	19 55.8	168	West Stockbridge, . . .	208	17 43.9
107	Chelsea, . . .	4,792	19 54.9	169	No. Attleborough, . . .	1,212	17 43.7
108	Plymouth, . . .	1,421	19 52.0	170	Dunstable, . . .	60	17 40.1
109	Fall River, . . .	12,555	19 50.7	171	Bolton, . . .	114	17 39.2
110	Ludlow, . . .	362	19 48.2	172	Plympton, . . .	51	17 38.2
111	Montague, . . .	997	19 43.4	173	Pepperell, . . .	645	17 36.2
112	Hubbardston, . . .	173	19 30.6	174	Northborough, . . .	368	17 35.8
113	Needham, . . .	663	19 29.9	175	Topsfield, . . .	142	17 35.4
114	Scituate, . . .	360	19 28.8	176	Norwood, . . .	1,020	17 35.2
115	Shutesbury, . . .	48	19 27.2	177	West Springfield, . . .	1,375	17 28.5
116	Hopkinton, . . .	494	19 26.3	178	Newburyport, . . .	1,589	17 25.8
117	Greenfield, . . .	1,372	19 20.6	179	Middleborough, . . .	1,024	17 24.5
118	Shrewsbury, . . .	246	19 14.3	180	Stoughton, . . .	720	17 22.5
119	Stoneham, . . .	952	19 12.2	181	Chicopee, . . .	2,051	17 20.9
120	Revere, . . .	1,902	19 07.9	182	Easthampton, . . .	837	17 18.9
121	Marion, . . .	115	19 04.4	183	Russell, . . .	128	17 18.7
122	Spencer, . . .	1,217	19 04.1	184	Millis, . . .	190	17 11.0
123	North Andover, . . .	719	19 01.9	185	Paxton, . . .	55	17 10.4
124	Marlborough, . . .	2,394	19 01.2	186	Duxbury, . . .	260	17 07.7
125	Norfolk, . . .	126	19 00.0	187	Rowe, . . .	60	17 06.5
126	Amesbury, . . .	1,022	18 94.5	188	Gardner, . . .	1,715	17 02.8
127	Weymouth, . . .	2,045	18 93.4	189	Nantucket, . . .	356	16 96.3
128	Athol, . . .	923	18 87.1	190	Southbridge, . . .	995	16 95.4
129	Hanover, . . .	324	18 83.1	191	Randolph, . . .	641	16 92.2
130	Amherst, . . .	693	18 80.4	192	Wenham, . . .	118	16 88.1
131	Leominster, . . .	1,688	18 74.1	193	Kingston, . . .	319	16 86.1
132	Lynnfield, . . .	106	18 58.8	194	Natick, . . .	1,733	16 84.9
133	Everett, . . .	4,171	18 56.8	195	Tewksbury, . . .	392	16 77.5
134	Townsend, . . .	263	18 53.3	196	Beverly, . . .	2,061	16 76.0
135	Palmer, . . .	1,023	18 50.1	197	Great Barrington, . . .	834	16 73.3
136	Blackstone, . . .	730	18 49.3	198	Holden, . . .	440	16 72.2
137	Foxborough, . . .	521	18 42.8	199	Monson, . . .	629	16 65.8
138	Lenox, . . .	567	18 37.9	200	Uxbridge, . . .	572	16 65.2
139	Medfield, . . .	238	18 34.8	201	Buckland, . . .	243	16 60.5
140	Shirley, . . .	209	18 27.7	202	Agawam, . . .	382	16 59.8
141	West Boylston, . . .	478	18 23.7	203	Williamstown, . . .	820	16 56.5
142	North Brookfield, . . .	648	18 21.6	204	Pittsfield, . . .	3,766	16 53.0
143	North Reading, . . .	142	18 16.8	205	Bellingham, . . .	246	16 52.4
144	Sutton, . . .	320	18 16.2	206	Hatfield, . . .	194	16 50.0
145	Peabody, . . .	1,664	18 12.6	207	Hamilton, . . .	209	16 48.7
146	Braintree, . . .	1,024	18 08.3	208	Montgomery, . . .	39	16 47.8
147	Phillipston, . . .	56	18 06.3	209	New Braintree, . . .	70	16 46.0
148	Grafton, . . .	806	17 99.0	210	Chatham, . . .	266	16 42.9
149	Mendon, . . .	138	17 95.9	211	Fairhaven, . . .	569	16 42.9
150	Hanson, . . .	182	17 93.4	212	Hudson, . . .	937	16 42.1

SCHOOL RETURNS.

ccxix

For 1898-99.	TOWNS.	Average membership of the public schools.	Sum appropriated for each child.	For 1898-99.	TOWNS.	Average membership of the public schools.	Sum appropriated for each child.
213	Wareham, . . .	508	\$16 42.0	275	Orange, . . .	1,056	\$14 38.4
214	Newbury, . . .	215	16 34.3	276	Ayer, . . .	421	14 25.1
215	Granville, . . .	176	16 32.0	277	Rehoboth, . . .	261	14 23.5
216	Methuen, . . .	1,079	16 29.2	278	Edgartown, . . .	129	14 16.5
217	Ashfield, . . .	152	16 26.8	279	Dartmouth, . . .	557	13 97.6
218	Holbrook, . . .	435	16 25.6	280	Westminster, . . .	213	13 92.0
219	Oakham, . . .	87	16 25.3	281	Colrain, . . .	273	13 87.3
220	East Bridgewater, . . .	471	16 20.7	282	Blandford, . . .	127	13 70.1
221	Attleborough, . . .	1,631	16 19.9	283	Seekonk, . . .	195	13 68.7
222	Clinton, . . .	1,905	16 15.5	284	Sturbridge, . . .	324	13 66.0
223	Milford, . . .	1,372	16 15.3	285	Groveland, . . .	404	13 64.5
224	Hampden, . . .	89	16 13.5	286	Maynard, . . .	591	13 56.4
225	Carlsale, . . .	62	16 12.9	287	Lunenburg, . . .	201	13 55.8
226	Billerica, . . .	487	16 06.0	288	Pembroke, . . .	180	13 54.0
227	West Tisbury, . . .	47	15 95.7	289	Brimfield, . . .	115	13 47.8
228	Saugus, . . .	972	15 95.4	290	Brookfield, . . .	268	13 42.4
229	Georgetown, . . .	346	15 93.6	291	Ashburnham, . . .	363	13 36.1
230	Cheshire, . . .	181	15 90.7	292	Rowley, . . .	166	13 35.9
231	Millbury, . . .	721	15 89.6	293	Auburn, . . .	268	13 35.5
232	Florida, . . .	63	15 87.3	294	Templeton, . . .	505	13 32.8
233	Harwich, . . .	328	15 83.0	295	Westport, . . .	455	13 28.4
234	Mt. Washington, . . .	10	15 82.0	296	Provincetown, . . .	767	13 21.0
235	Greenwich, . . .	62	15 81.5	297	Chesterfield, . . .	79	13 18.0
236	Dudley, . . .	364	15 81.3	298	Wales, . . .	117	13 06.1
237	Windsor, . . .	74	15 80.6	299	Salisbury, . . .	228	13 00.3
238	Northfield, . . .	209	15 73.4	300	Lakeville, . . .	110	13 00.1
239	Lanesborough, . . .	120	15 71.2	301	Rockport, . . .	738	12 96.1
240	Gloucester, . . .	4,145	15 70.8	302	Leyden, . . .	54	12 96.2
241	Marblehead, . . .	1,194	15 69.2	303	Acushnet, . . .	160	12 74.4
242	Oxford, . . .	391	15 63.7	304	Becket, . . .	138	12 72.7
243	Hadley, . . .	235	15 54.9	305	Rutland, . . .	187	12 50.2
244	Chilmark, . . .	30	15 53.9	306	Hancock, . . .	60	12 50.0
245	Washington, . . .	58	15 51.7	307	Williamsburg, . . .	377	12 29.0
246	Dighton, . . .	256	15 44.0	308	Granby, . . .	147	12 24.4
247	Peru, . . .	34	15 31.2	309	Wendell, . . .	64	12 22.2
248	Sharon, . . .	272	15 26.8	310	Somerset, . . .	413	12 21.2
249	West Brookfield, . . .	219	15 24.3	311	Enfield, . . .	199	12 06.0
250	Mansfield, . . .	683	15 23.9	312	Charlemont, . . .	199	12 04.2
251	Brookfield, . . .	518	15 23.0	313	Alford, . . .	25	12 00.0
252	Adams, . . .	1,844	15 22.3	314	Mashpee, . . .	54	11 96.1
253	Rockland, . . .	1,067	15 14.5	315	Westhampton, . . .	84	11 90.4
254	Boylston, . . .	109	15 13.7	316	East Longmeadow, . . .	282	11 83.0
255	South Hadley, . . .	781	15 08.9	317	Monterey, . . .	72	11 75.0
256	Holland, . . .	15	15 00.0	318	Winchendon, . . .	804	11 70.6
257	Ashby, . . .	137	14 99.1	319	Egremont, . . .	86	11 67.0
258	Chelmsford, . . .	602	14 96.2	320	New Marlborough, . . .	178	11 57.3
259	Gill, . . .	97	14 94.8	321	Tolland, . . .	52	11 53.8
260	Dennis, . . .	423	14 93.7	322	Truro, . . .	145	11 48.6
261	Halifax, . . .	67	14 92.5	323	Essex, . . .	305	11 47.5
262	Conway, . . .	221	14 89.0	324	Richmond, . . .	131	11 45.0
263	Stow, . . .	116	14 87.4	325	Berkley, . . .	142	11 26.7
264	Hinsdale, . . .	247	14 81.8	326	Chester, . . .	220	11 25.0
265	Eastham, . . .	61	14 75.4	327	Sandisfield, . . .	104	11 13.6
266	Tyringham, . . .	43	14 68.5	328	New Ashford, . . .	16	10 93.7
267	Carver, . . .	161	14 63.2	329	Erving, . . .	186	10 88.3
268	Douglas, . . .	355	14 62.2	330	Rochester, . . .	138	10 88.1
269	Sheffield, . . .	277	14 62.1	331	Huntington, . . .	254	10 82.8
270	Monroe, . . .	48	14 58.3	332	Belchertown, . . .	425	10 82.3
271	West Newbury, . . .	231	14 53.6	333	Southampton, . . .	167	10 77.8
272	Medway, . . .	496	14 51.6	334	Berlin, . . .	122	10 51.1
273	Avon, . . .	275	14 48.3	335	Prescott, . . .	58	10 37.1
274	Boxborough, . . .	69	14 40.6	336	New Salem, . . .	158	10 13.6

BOARD OF EDUCATION.

For 1898-99.	TOWNS.	Average mem- bership of the public schools.	Sum appropri- ated for each child.	For 1898-99.	TOWNS.	Average mem- bership of the public schools.	Sum appropri- ated for each child.
337	Freetown, . . .	225	\$10 00.7	346	Pelham, . . .	83	\$8 15.0
338	Savoy,	85	9 96.1	347	Middlefield, . . .	104	7 99.0
339	Heath,	96	9 68.8	348	Goshen,	57	7 01.7
340	Warwick,	115	9 56.5	349	Plainfield,	77	6 97.3
341	Worthington, . . .	136	8 93.5	350	Gosnold,	17	5 88.2
342	Leverett,	106	8 87.6	351	Cummington, . . .	122	4 91.8
343	Southwick,	167	8 76.1	352	Clarksburg, . . .	185	4 89.6
344	Hawley,	67	8 57.4	353	Gay Head,	32	3 09.3
345	Dana,	110	8 18.1				

GRADUATED TABLES — FOURTH SERIES.

[COUNTY TABLES.]

In which all the Towns in the respective Counties in the State are numerically arranged according to the Comparative Amounts of Money appropriated by them for the Education of Each Child included in the Average Membership of the Public Schools.

BARNSTABLE COUNTY.

For 1898-99.	TOWNS.	Average membership of the public schools.	Sum appropriated for each child.	For 1898-99.	TOWNS.	Average membership of the public schools.	Sum appropriated for each child.
1	Falmouth, . . .	397	\$32 79.8	9	Chatham, . . .	266	\$16 42.9
2	Barnstable, . . .	673	24 83.4	10	Harwich, . . .	328	15 83.0
3	Wellfleet, . . .	131	23 40.0	11	Dennis, . . .	423	14 93.7
4	Orleans, . . .	186	22 21.1	12	Eastham, . . .	61	14 75.4
5	Bourne, . . .	291	21 74.5	13	Provincetown, . . .	767	13 21.0
6	Sandwich, . . .	224	21 17.6	14	Mashpee, . . .	54	11 96.1
7	Yarmouth, . . .	202	21 04.1	15	Truro, . . .	145	11 48.6
8	Brewster, . . .	134	19 79.5				

BERKSHIRE COUNTY.

1	Stockbridge, . . .	363	\$22 95.8	17	Peru, . . .	34	\$15 31.2
2	Dalton, . . .	548	21 64.7	18	Adams, . . .	1,844	15 22.3
3	North Adams, . . .	2,928	20 37.8	19	Hinsdale, . . .	247	14 81.8
4	Lenox, . . .	567	18 37.9	20	Tyringham, . . .	43	14 68.5
5	Otis, . . .	58	17 83.0	21	Sheffield, . . .	277	14 62.1
6	Lee, . . .	518	17 61.0	22	Becket, . . .	138	12 72.7
7	West Stockbridge, . . .	208	17 43.9	23	Hancock, . . .	60	12 50.0
8	Great Barrington, . . .	834	16 73.3	24	Alford, . . .	25	12 00.0
9	Williamstown, . . .	820	16 56.5	25	Monterey, . . .	72	11 75.0
10	Pittsfield, . . .	3,766	16 53.0	26	Egremont, . . .	86	11 67.0
11	Cheshire, . . .	181	15 90.7	27	New Marlborough, . . .	178	11 57.3
12	Florida, . . .	63	15 57.3	28	Richmond, . . .	131	11 45.0
13	Mt. Washington, . . .	10	15 82.0	29	Sandisfield, . . .	104	11 13.6
14	Windsor, . . .	74	15 80.6	30	New Ashford, . . .	16	10 93.7
15	Lanesborough, . . .	120	15 71.2	31	Savoy, . . .	85	9 96.1
16	Washington, . . .	58	15 51.7	32	Clarksburg, . . .	185	4 89.6

BRISTOL COUNTY.

1	Easton, . . .	849	\$25 05.5	5	Swansea, . . .	227	\$20 34.1
2	New Bedford, . . .	7,490	22 40.2	6	Raynham, . . .	212	19 76.1
3	Taunton, . . .	4,132	21 82.2	7	Fall River, . . .	12,555	19 50.7
4	Norton, . . .	209	20 96.3	8	North Attleborough, . . .	1,212	17 43.7

BRISTOL COUNTY — CONCLUDED.

For 1898-99.	TOWNS.	Average mem-ber-ship of the public schools.	Sum appropri-ated for each child.	For 1898-99.	TOWNS.	Average mem-ber-ship of the public schools.	Sum appropri-ated for each child.
9	Fairhaven, . .	569	\$16 42.9	15	Seekonk, . .	195	\$13 68.7
10	Attleborough, . .	1,631	16 19.9	16	Westport, . .	455	13 28.4
11	Dighton, . .	256	15 44.0	17	Acushnet, . .	160	12 74.4
12	Mansfield, . .	683	15 23.9	18	Somerset, . .	413	12 21.2
13	Rehoboth, . .	261	14 23.6	19	Berkley, . .	142	11 26.7
14	Dartmouth, . .	557	13 97.6	20	Freetown, . .	225	10 00.7

DUKES COUNTY.

1	Cottage City, . .	153	\$23 68.3	5	Edgartown, . .	129	\$14 16.5
2	Tisbury, . .	126	21 79.0	6	Gosnold, . .	17	5 88.2
3	West Tisbury, . .	47	15 96.7	7	Gay Head, . .	32	3 09.3
4	Chilmark, . .	30	15 53.9				

ESSEX COUNTY.

1	Nahant, . .	111	\$42 41.7	18	Topsfield, . .	142	\$17 35.4
2	Middleton, . .	96	27 08.9	19	Newburyport, . .	1,589	17 25.8
3	Manchester, . .	337	25 69.1	20	Wenham, . .	118	16 88.1
4	Salem, . .	4,214	25 35.8	21	Beverly, . .	2,061	16 76.0
5	Haverhill, . .	4,638	23 96.2	22	Hamilton, . .	209	16 48.7
6	Merrimac, . .	397	23 02.0	23	Newbury, . .	215	16 34.3
7	Swampscott, . .	572	22 61.0	24	Methuen, . .	1,079	16 29.2
8	Lawrence, . .	6,762	22 13.8	25	Saugus, . .	972	15 95.4
9	Lynn, . .	9,204	21 75.7	26	Georgetown, . .	346	15 93.6
10	Boxford, . .	78	20 51.2	27	Gloucester, . .	4,145	15 70.8
11	Andover, . .	980	19 65.2	28	Marblehead, . .	1,194	15 69.2
12	North Andover, . .	719	19 01.9	29	West Newbury, . .	231	14 53.6
13	Amesbury, . .	1,022	18 94.5	30	Groveland, . .	404	13 64.5
14	Lynnfield, . .	106	18 58.8	31	Rowley, . .	166	13 35.9
15	Peabody, . .	1,664	18 12.6	32	Salisbury, . .	228	13 00.3
16	Danvers, . .	1,405	17 92.3	33	Rockport, . .	738	12 98.1
17	Ipswich, . .	689	17 54.6	34	Essex, . .	305	11 47.5

FRANKLIN COUNTY.

1	Deerfield, . .	245	\$23 57.1	14	Conway, . .	221	\$14 89.0
2	Shelburne, . .	219	22 14.8	15	Monroe, . .	48	14 58.3
3	Sunderland, . .	93	21 06.3	16	Orange, . .	1,056	14 33.4
4	Bernardston, . .	98	20 82.1	17	Colrain, . .	273	13 87.3
5	Whately, . .	77	20 77.9	18	Leyden, . .	54	12 96.2
6	Montague, . .	997	19 43.4	19	Wendell, . .	64	12 22.2
7	Shutesbury, . .	48	19 27.2	20	Charlemont, . .	199	12 04.2
8	Greenfield, . .	1,372	19 20.6	21	Erving, . .	186	10 88.3
9	Rowe, . .	60	17 06.5	22	New Salem, . .	158	10 13.6
10	Buckland, . .	243	16 60.5	23	Heath, . .	96	9 68.8
11	Ashfield, . .	152	16 26.8	24	Warwick, . .	115	9 56.5
12	Northfield, . .	209	15 73.4	25	Leverett, . .	106	8 87.6
13	Gill, . .	97	14 94.8	26	Hawley, . .	67	8 57.4

SCHOOL RETURNS.

cxxxiii

HAMPDEN COUNTY.

For 1890-91.	TOWNS.	Average membership of the public schools.	Sum appropriated for each child.	For 1890-91.	TOWNS.	Average membership of the public schools.	Sum appropriated for each child.
1	Holyoke, . . .	4,957	\$29 89.1	13	Montgomery, . .	39	\$16 47.8
2	Springfield, . .	8,260	26 86.9	14	Granville, . . .	176	16 32.0
3	Longmeadow, . .	97	25 77.3	15	Hampden, . . .	89	16 13.5
4	Westfield, . . .	1,782	22 23.9	16	Holland, . . .	15	15 00.0
5	Ludlow, . . .	362	19 48.2	17	Blandford, . . .	127	13 70.1
6	Palmer, . . .	1,023	18 50.1	18	Brimfield, . . .	115	13 47.8
7	Wilbraham, . . .	220	17 77.2	19	Wales, . . .	117	13 06.1
8	West Springfield, .	1,375	17 28.5	20	East Longmeadow, .	282	11 83.0
9	Chicopee, . . .	2,051	17 20.9	21	Tolland, . . .	52	11 53.8
10	Russell, . . .	128	17 18.7	22	Chester, . . .	220	11 25.0
11	Monson, . . .	629	16 65.8	23	Southwick, . . .	167	8 76.1
12	Agawam, . . .	382	16 59.8				

HAMPSHIRE COUNTY.

1	Ware, . . .	1,049	\$21 16.2	13	Westhampton, . .	84	\$11 90.4
2	Northampton, . .	2,289	20 29.0	14	Huntington, . . .	254	10 82.8
3	Amherst, . . .	693	18 80.4	15	Belchertown, . .	425	10 82.3
4	Easthampton, . .	837	17 18.9	16	Southampton, . .	167	10 77.8
5	Hatfield, . . .	194	16 50.0	17	Prescott, . . .	58	10 37.1
6	Greenwich, . . .	62	15 81.5	18	Worthington, . .	136	8 93.5
7	Hadley, . . .	235	15 54.9	19	Pelham, . . .	83	8 15.0
8	South Hadley, . .	781	15 08.9	20	Middlefield, . . .	104	7 99.0
9	Chesterfield, . .	79	13 18.0	21	Gosben, . . .	57	7 01.7
10	Williamburg, . .	377	12 29.0	22	Plainfield, . . .	77	6 97.3
11	Granby, . . .	147	12 24.4	23	Cummington, . .	122	4 91.8
12	Enfield, . . .	199	12 06.0				

MIDDLESEX COUNTY.

1	Weston, . . .	237	\$44 73.8	24	Bedford, . . .	192	\$20 78.7
2	Sudbury, . . .	188	32 62.6	25	Holliston, . . .	443	20 65.8
3	Newton, . . .	4,845	31 01.5	26	Dracut, . . .	423	20 38.4
4	Tyngsborough, . .	80	29 64.6	27	Framingham, . .	1,979	20 19.6
5	Lexington, . . .	592	28 14.3	28	Groton, . . .	364	20 19.2
6	Lincoln, . . .	173	27 52.4	29	Reading, . . .	833	20 16.8
7	Watertown, . . .	1,052	27 48.9	30	Winchester, . . .	1,286	19 89.5
8	Burlington, . . .	61	25 84.2	31	Hopkinton, . . .	494	19 26.3
9	Waltham, . . .	2,738	25 35.5	32	Stoneham, . . .	952	19 12.2
10	Medford, . . .	3,078	25 34.0	33	Marlborough, . .	2,394	19 01.2
11	Belmont, . . .	509	25 27.1	34	Everett, . . .	4,171	18 56.8
12	Malden, . . .	5,169	25 04.6	35	Townsend, . . .	263	18 53.3
13	Lowell, . . .	10,064	24 95.5	36	Shirley, . . .	209	18 27.7
14	Cambridge, . . .	12,907	24 10.5	37	North Reading, . .	142	18 16.8
15	Arlington, . . .	1,259	24 06.0	38	Wilmington, . .	272	17 83.0
16	Somerville, . . .	9,085	23 53.0	39	Westford, . . .	402	17 66.1
17	Sherborn, . . .	142	22 60.5	40	Woburn, . . .	2,603	17 51.8
18	Concord, . . .	806	22 41.5	41	Wakefield, . . .	1,662	17 45.1
19	Wayland, . . .	421	22 28.1	42	Dunstable, . . .	60	17 40.1
20	Melrose, . . .	2,506	21 81.8	43	Pepperell, . . .	645	17 36.2
21	Acton, . . .	276	21 17.3	44	Natick, . . .	1,733	16 84.9
22	Ashland, . . .	327	21 06.3	45	Tewksbury, . . .	392	16 77.5
23	Littleton, . . .	200	21 04.9	46	Hudson, . . .	937	16 42.1

MIDDLESEX COUNTY — CONCLUDED.

For 1893-94.	TOWNS.	Average membership of the public schools.	Sum appropriated for each child.	For 1893-94.	TOWNS.	Average membership of the public schools.	Sum appropriated for each child.
47	Carlisle, . . .	62	\$16 12.9	51	Stow, . . .	116	\$14 87.4
48	BillERICA, . . .	487	16 06.0	52	Boxborough, . . .	59	14 40.6
49	Ashby, . . .	137	14 99.1	53	Ayer, . . .	421	14 25.1
50	Chelmsford, . . .	602	14 96.2	54	Maynard, . . .	591	13 56.4

NANTUCKET COUNTY.

Nantucket,	356	\$16 96.3
----------------------	-----	-----------

NORFOLK COUNTY.

1	Milton, . . .	1,080	\$43 51.8	15	Weymouth, . . .	2,045	\$18 93.4
2	Westwood, . . .	136	36 37.0	16	Foxborough, . . .	521	18 42.8
3	Brookline, . . .	3,099	35 21.3	17	Medfield, . . .	238	18 34.8
4	Wellesley, . . .	603	30 67.9	18	Braintree, . . .	1,024	18 08.3
5	Cohasset, . . .	436	26 91.6	19	Wrentham, . . .	501	17 79.4
6	Canton, . . .	568	26 51.7	20	Norwood, . . .	1,020	17 35.2
7	Dover, . . .	92	26 25.0	21	Stoughton, . . .	720	17 22.5
8	Hyde Park, . . .	1,586	24 48.8	22	Millis, . . .	190	17 11.0
9	Dedham, . . .	1,287	24 23.1	23	Randolph, . . .	641	16 92.2
10	Franklin, . . .	585	20 81.0	24	Bellingham, . . .	246	16 52.4
11	Walpole, . . .	541	20 31.9	25	Holbrook, . . .	435	16 25.6
12	Quincy, . . .	4,328	19 55.8	26	Sharon, . . .	272	15 26.8
13	Needham, . . .	663	19 29.9	27	Medway, . . .	496	14 51.6
14	Norfolk, . . .	126	19 00.0	28	Avon, . . .	275	14 48.3

PLYMOUTH COUNTY.

1	Hull, . . .	136	\$40 44.1	15	Whitman, . . .	1,051	\$17 56.1
2	Hingham, . . .	711	24 54.1	16	Plympton, . . .	51	17 34.2
3	Abington, . . .	704	23 19.2	17	Middleborough, . . .	1,024	17 24.5
4	Marshfield, . . .	216	22 79.5	18	Duxbury, . . .	280	17 07.7
5	Brockton, . . .	5,935	22 13.8	19	Kingston, . . .	319	16 86.1
6	Mattapoisett, . . .	130	22 02.4	20	Wareham, . . .	508	16 42.0
7	Bridgewater, . . .	672	20 83.4	21	East Bridgewater, . . .	471	16 20.7
8	Plymouth, . . .	1,421	19 52.0	22	Rockland, . . .	1,067	15 14.5
9	Scituate, . . .	360	19 28.8	23	Halifax, . . .	67	14 92.5
10	Marion, . . .	115	19 04.4	24	Carver, . . .	161	14 63.2
11	Hanover, . . .	324	18 83.1	25	Pembroke, . . .	180	13 54.0
12	Hanson, . . .	182	17 93.4	26	Lakeville, . . .	110	13 00.1
13	West Bridgewater, . . .	261	17 91.8	27	Rochester, . . .	138	10 88.1
14	Norwell, . . .	234	17 72.2				

SUFFOLK COUNTY.

1	Boston, . . .	75,070	\$29 70.6	3	Chelsea, . . .	4,792	\$19 54.9
2	Winthrop, . . .	840	22 20.7	4	Revere, . . .	1,902	19 07.9

SCHOOL RETURNS.

CXXXV

WORCESTER COUNTY.

For 1898-99.	TOWNS.	Average membership of the public schools.	Sum appropriated for each child.	For 1898-99.	TOWNS.	Average membership of the public schools.	Sum appropriated for each child.
1	Fitchburg, . . .	3,801	\$25 26.3	31	Bolton, . . .	114	\$17 39.2
2	Harvard, . . .	123	25 10.0	32	Northborough, . . .	368	17 35.8
3	Princeton, . . .	127	24 91.6	33	Paxton, . . .	55	17 10.4
4	Petersham, . . .	94	23 68.4	34	Gardner, . . .	1,715	17 02.8
5	Worcester, . . .	17,480	23 30.4	35	Southbridge, . . .	995	16 95.4
6	Southborough, . . .	301	22 41.4	36	Holden, . . .	440	16 72.2
7	Barre, . . .	288	22 36.9	37	Uxbridge, . . .	572	16 65.2
8	Hopedale, . . .	242	21 97.0	38	New Braintree, . . .	70	16 46.0
9	Lancaster, . . .	388	20 98.2	39	Oakham, . . .	87	16 25.3
10	Sterling, . . .	200	20 57.0	40	Clinton, . . .	1,905	16 15.5
11	Royalston, . . .	119	20 45.5	41	Milford, . . .	1,372	16 15.3
12	Upton, . . .	306	20 10.6	42	Millbury, . . .	721	15 89.6
13	Webster, . . .	653	20 02.6	43	Dudley, . . .	354	15 81.3
14	Hardwick, . . .	332	19 79.9	44	Oxford, . . .	391	15 63.7
15	Hubbardston, . . .	173	19 30.6	45	West Brookfield, . . .	219	15 24.3
16	Shrewsbury, . . .	245	19 14.3	46	Brookfield, . . .	518	15 23.0
17	Spencer, . . .	1,217	19 04.1	47	Boylston, . . .	109	15 13.7
18	Athol, . . .	923	18 87.1	48	Douglas, . . .	355	14 62.2
19	Leominster, . . .	1,688	18 74.1	49	Westminster, . . .	213	13 92.0
20	Blackstone, . . .	730	18 49.3	50	Sturbridge, . . .	324	13 66.0
21	West Boylston, . . .	478	18 23.7	51	Lunenburg, . . .	201	13 55.8
22	North Brookfield, . . .	648	18 21.6	52	Brookfield, . . .	263	13 42.4
23	Sutton, . . .	320	18 16.2	53	Ashburnham, . . .	363	13 36.1
24	Phillipston, . . .	56	18 06.3	54	Auburn, . . .	268	13 35.5
25	Grafton, . . .	806	17 99.0	55	Templeton, . . .	505	13 32.8
26	Mendon, . . .	138	17 95.9	56	Rutland, . . .	187	12 50.2
27	Leicester, . . .	544	17 80.0	57	Winchendon, . . .	804	11 70.6
28	Warren, . . .	621	17 73.4	58	Berlin, . . .	122	10 51.1
29	Northbridge, . . .	1,117	17 61.2	59	Dana, . . .	110	8 18.1
30	Westborough, . . .	730	17 52.8				

GRADUATED TABLES — FOURTH SERIES.

Showing the Comparative Amount of Money appropriated by the Different Counties in the State for the Education of Each Child included in the Average Membership of the Public Schools.

For 1898-99.	COUNTIES.	Average membership of the public schools.	Sum appropriated for each child.
1	Suffolk,	82,604	\$28 79.6
2	Hampden,	22,665	23 74.1
3	Norfolk,	23,754	23 26.4
4	Middlesex,	82,041	23 90.9
5	Essex,	47,126	20 20.2
6	Worcester,	48,614	20 03.4
7	Plymouth,	16,798	19 96.0
8	Bristol,	32,433	19 72.5
9	Barnstable,	4,272	19 66.2
10	Dukes,	534	17 99.9
11	Berkshire,	14,641	17 06.1
12	Nantucket,	356	16 96.3
13	Franklin,	6,553	16 66.8
14	Hampshire,	8,509	16 62.2
STATE,		390,900	\$22 63.8

GRADUATED TABLES—FOURTH SERIES.

Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the Different Counties in the State for the Education of Each Child included in the Average Membership of the Public Schools.

For 1898-99.	COUNTIES.	Sum appropriated for each child.
1	Suffolk,	\$28 80.3
2	Hampden,	23 88.9
3	Norfolk,	23 58.2
4	Plymouth,	23 56.8
5	Middlesex,	22 94.7
6	Worcester,	21 97.6
7	Essex,	20 20.7
8	Barnstable,	19 77.9
9	Bristol,	19 78.0
10	Dukes,	18 18.6
11	Berkshire,	17 09.9
12	Nantucket,	16 96.3
13	Franklin,	16 66.6
14	Hampshire,	16 53.6
STATE,		\$22 85.5

INDEX.

INDEX.

	PAGE
Abstract of school committees' returns for 1898-99,	i-cxxxvii
Academies serving as high schools,	106, 107
Agents of the Board :	
Appropriation for, financial statement of,	262
Institute work, division of,	195
Regular annual reports of,	271-540
Reports of, on industrial drawing, dates of,	351
Aldrich, George I., report by, as visitor to the Bridgewater State Normal School,	35-38
As visitor to the Hyannis State Normal School,	58-63
As visitor to the Salem State Normal School,	39-41
American Association for Promoting the Teaching of Speech to the Deaf, annual session of,	602
American School for the Deaf, at Hartford, Conn., amount expended by the State for schooling in,	265-267
Pupils in, number of,	601
Report of the principal of,	601-602
Apparatus and reference books, amount of school fund expended for, by towns, viii-lxxiii	
Appendices :	
A. Report of John T. Prince, agent of the Board,	273-286
B. Report upon city and town supervision of schools, by John T. Prince,	289-330
C. Report of G. T. Fletcher, agent of the Board,	333-348
D. Report of Henry T. Bailey, agent of the Board,	351-396
E. Report upon the State exhibition of drawing in the public schools, by Henry T. Bailey,	399-453
F. Report of J. W. MacDonald, agent of the Board, including tables showing condition, equipment, organization, etc., of the Massachusetts high schools,	457-540
G. Report upon the compliance of towns and cities with chapter 332 of the Acts of 1885, commonly known as the temperance law, by the secretary of the Board,	543-595
H. Report on special schools, compiled by the secretary of the Board,	599-634
I. Report on county truant schools, by Frank A. Hill, secretary of the Board,	637-674
J. School legislation,	677-679
Appropriations, by cities and towns of State, per child,	lxxvii-lxxxvii
By cities and towns of counties, per child,	lxxxviii-c
By counties, including dog tax and other contributions,	ci
By counties, per child,	cii
By State, per child,	ciii
For past ten years,	135
For public schools, abstract of school committees' returns,	viii-lxxii
Percentage of taxable property appropriated for support of public schools,	civ-cxiii
By cities and towns of State,	civ-cvii
By cities and towns of counties,	cviii-cxii
By counties,	cxiii
By counties, including voluntary contributions,	cxiv
By State, per child,	cxiii
Summary of, for 1898-99, in secretary's report,	73, 135-139

Art School, State Normal. <i>See</i> Normal Art School.	PAGE
Associations, educational, resolutions and recommendations of, . . .	230-236
Attendance upon public schools,	87-106
Cambridge tables relating to,	111
Explanation of and inferences from,	113, 114
Counties, rank of, in State,	cxix
Towns, rank in,	cxv-cxix
Legislative recommendations by New England Superintendents' Association, .	232
Regularity of,	100-106
Somerville tables relating to,	112-114
State officer needed for better enforcement of,	280, 281
Statistics of, abstracts of,	ii-lxx
Towns, rank of, in State, in attendance,	cxvi-cxix
Attorney-General's opinion relative to payment of tuition in manual training high schools,	125-127
Bailey, Henry T., agent for the promotion of industrial drawing, report of, .	349-396
Agents for the promotion of industrial drawing, dates of reports of, . .	351
Drawing, elementary and secondary instruction, status of,	362-393
Free evening drawing schools,	354, 355
Statistics relating to, and instructors in,	356, 357
Manual training schools, subjects of instruction and directors of, . .	358-360
Normal Art School,	352, 353
Normal schools, drawing in,	353, 354
Remarks at conference on State exhibition of drawing,	425, 426, 452
Reports of, from 1888-1898, reference to contents,	351
Sargent, L. Walter, statement of, in regard to attitude of smaller towns toward drawing,	394, 395
State exhibition of drawing in the public schools, special report by. <i>See</i> Drawing in the Public Schools.	
Supervisors of drawing, names and addresses of,	384-393
Work of, statistics of,	395, 396
Baldwin, William A., principal of Hyannis State Normal School,	58
Barnstable State Normal School. <i>See</i> Hyannis.	
Beckwith, Walter P., principal of Salem State Normal School,	39
Board of Education, agents of, reports of. <i>See</i> Appendices.	
Drawing in the public schools,	12-16
State exhibition of,	13-16
Educational conditions as shown by statistics of,	10, 11
Financial statement of,	264-267
Manual training,	16
New Bedford Textile School,	16, 17
Normal Art School,	12
Normal schools,	11
Paris exposition, contribution to,	221
Recommendations of previous reports of,	19, 20
Schools for defective children, relation to,	18, 19
Secretary of, assistant needed,	18
Sixty-third report of,	9-21
Statistics of,	i-cxxxvii
Teachers' institutes,	17, 18
Boston Parental School, report upon,	660-665
Boyden, Albert G., principal of Bridgewater State Normal School, . . .	35
Bridgewater State Normal School, appropriation and expenditures for, .	254, 255
Classes in, admission and graduation of,	36
Condition of,	35, 36
Exhibit of, at State exhibition of drawing,	414
Instructors in, with branches of study,	35

Bridgewater State Normal School — <i>Continued.</i>	PAGE
Model school,	36
Needs of,	36, 37
Principal of, Albert G. Boyden,	35
Statistics,	37, 38
Visitors, report of,	35-38
Cambridge public schools, statistics relating to attendance,	111-113
Capen, Elmer H., report of, as visitor to the Fitchburg State Normal School,	50-54
As visitor to the Salem State Normal School,	39-41
Carter, C. M., former agent for the promotion of industrial drawing, dates of reports of,	351
Carter, Franklin, report of, for the corporation of the Clarke School for the Deaf,	602-604
As visitor to North Adams State Normal School,	55-57
Census, school. <i>See</i> School Census.	
Chapin, Charles S., principal of the Westfield State Normal School,	30
Children, between five and eighteen, proportion enrolled in Massachusetts schools, greater than for the country at large,	225
Conveyance of,	155
Enrolment of, in public schools,	87, ii-cxxv
Clark, Eliza L., principal of Sarah Fuller Home,	610-613
Clark, John S., remarks of, at conference on State exhibition of drawing,	434-443
Clarke School for the Deaf, Northampton, amount expended by State for schooling in,	265-267
Donation from Mr. John Clarke to,	603
Gymnasium for, erected and furnished by Mr. and Mrs. E. W. Gilmore,	604
Report for the corporation, by Franklin Carter,	602-604
Classification and promotion of pupils,	277, 278
Coburn, Frank F., principal of the Lowell State Normal School,	64
Cogswell, Francis, information given by, relating to school attendance in Cambridge,	110
Conference upon the State exhibition of drawing in the public schools,	421-453
Conley, George H., report of, as visitor to the Framingham State Normal School,	25-29
As visitor to the Lowell State Normal School,	64-68
As visitor to the Normal Art School,	42-46
Consolidation of schools,	155-159, 277, 333
Conveyance of school children, and expense of,	155-159
Law of 1900 relating to,	677
Resolution from grand jury of Franklin County, relating to,	157, 158
Cotuit High School,	107, 108
Courses of study, high schools,	469-540
Deaf, American Association for Promoting the Teaching of Speech to, annual session of,	602
Appropriation and expenses for education of,	265-267
Educational institutions for. <i>See</i> American School, Clarke School, Horace Mann School, Sarah Fuller Home.	
Law relating to education of,	600
New England Industrial School for,	633, 634
Diagram relative to school attendance laws,	79
Dickinson, John W., crayon of, presented to Westfield State Normal School,	32
Dranga, Wilhelmina N., remarks of, at conference on State exhibition of drawing,	452, 453
Drawing, free evening schools of, with names of directors and statistics,	354-357
Time devoted to, in State normal schools,	352-354
Drawing in the public schools,	12-16
Annual reports of agents for the promotion of, 1872-88,	351
Authorized in 1858,	12
Elementary and secondary instruction, status of,	362-383

Drawing in the public schools — *Continued.*

	PAGE
Exhibitions of, by State, 1872-81 and 1899,	398-401
Required in 1870,	12
Smaller towns, attitude of,	394, 395
State exhibition of, appropriation by Legislature of 1899,	401
Circulars, blanks, forms, etc., relating to,	401-409
Committee on, names of,	409
Conference upon lessons of, speakers at,	421-453
Frame used at, working drawing of,	403
Individual exhibits, special excellences,	413-416
Invitations to private view of,	407, 408
Normal Art School exhibit,	414
Observations in regard to,	416-421
Supervisors of drawing, furnishing material for,	410, 411
Towns, cities and schools represented, also those receiving special men- tion,	410-416
Special report upon,	398-453
Supervisors of, names, addresses and field,	384-393
East Longmeadow, not required to provide manual training for its children, .	125-127
Educational changes in western Massachusetts, decade of,	346-348
Educational conditions, as shown by statistics,	10, 11
Educational Museum, appropriation and expenditures for,	265
Disposition of material of,	221
Educational progress and outlook in Massachusetts,	236-239
Essex County Truant School, report upon,	638-643
Evening drawing schools, number of,	131-133
Represented at State exhibition of drawing,	415, 416
Evening schools, attendance and expense,	130, lxxiv
Cities required to maintain,	133
Cities and towns having, abstract of school returns,	lxxiv
Drawing in, with statistics relating to,	354-357
Number of, with attendance and expense,	73, 130
Table of distribution of,	131-133
Teachers in, number of,	73
Examinations, concomitant effects upon school and instruction,	213-218
Exhibition, by State, of drawing in the public schools, special report upon, .	398-453
Expenditures for public schools, for past ten years,	135
Farmers' National Congress, resolution relative to a greater degree of State aid in schooling children,	234, 235
Feeble-minded, Massachusetts School for,	621-633
Fernald, Walter E., superintendent, Massachusetts School for the Feeble-minded, at Waltham,	627-633
Financial statement, Board of Education, appropriations,	254-267
Aid to normal pupils,	263
Agents of the Board,	262
Deaf children, education of,	265-267
Educational museum,	265
Incidental expenses,	264
Normal schools,	264-261
Registers and blanks,	265
Teachers' institutes,	262
Travelling expenses, members of the Board,	263, 264
Financial statement, Massachusetts school fund,	245-253
Financial statistics of the country, relation of Massachusetts to,	227-230
Fiscal years, school returns, diversities in,	76
Fitchburg State Normal School, advanced course in,	50, 51
Appropriation and expenditures for,	254

Fitchburg State Normal School — Continued.	PAGE
Exhibit of, at State exhibition of drawing,	415
Instructors in, with branches of study,	50
Lectures at,	53
Model school building,	52, 53
Principal of, John G. Thompson,	50
Statistics of,	54
Supervision of pupil teachers,	51, 52
Visitors, report of,	50-54
Fletcher, G. T., agent of the Board, report of,	331-348
Consolidation of schools,	333
Country schools,	334
Educational changes in western Massachusetts, decade of,	346-348
Educational expansion,	334, 335
Length of school year,	336
School attendance and conditions,	333
Special aid to small towns,	336
Supervision by school superintendents,	342, 343
Teachers, examination of,	337-339
Teachers' institutes, Laurel Park,	341
Newspaper account of, in western Massachusetts,	339-341
Teaching, standard of,	335, 336
Truant schools,	344, 345
Upper grade work,	335
Framingham State Normal School, appropriation and expenditures for sup- port of,	256
Buildings and grounds, improvements in,	27
Instructors in, with branches of study,	25
Changes in,	26
Kindergarten in,	26
Lectures at,	28
Mary Hemenway Department of Household Arts, Alumnae Association of,	25, 26
Needs of,	27, 28
Practice school,	26
Principal of, Henry Whittemore,	25
Statistics of,	28, 29
Visitors, report of,	25-29
Franklin County grand jury, resolutions relating to transportation of school children,	157, 158
Fuller, Miss Sarah, principal of the Horace Mann School,	606
Fund, Massachusetts school, apparatus and reference books, amount expended for,	viii-lxxvii
Cash on hand and payments for 1899,	247
Commissioners of, report of,	250-253
Distribution of, present system questioned,	228
Application of principle of,	248-250
Law relating to distribution of,	247, 248
Principal and income of, for nine years,	253
Funds, local, amount of, applied to the schools,	viii-lxxliii
Gilmore, Mr. and Mrs. E. W., gymnasium for the Clarke School for the Deaf erected and furnished by,	604
Graded school problem,	232
Graduated tables of appropriations for schools,	lxxvi-cxiv, cxxvii-cxxxvii
Amount per child, by towns or State,	lxxvii-lxxxvii
By counties for State,	cl
By towns for counties,	lxxxviii-c
Including voluntary contributions by counties,	cii

Graduated tables of appropriations for schools — *Continued.*

	PAGE
Percentage of attendance, average, for counties of State,	CXXV
By towns for counties,	CXX-CXXIV
By towns for State,	CXVI-CXIX
Percentage of taxable property appropriated to schools,	CIV-CXIV
Amount per town by counties,	CVIII-CXII
By counties for State,	CXIII
By towns for State,	CIV-CVII
Including voluntary contributions by counties,	CXIV
Hall, James, remarks of, at conference on State exhibition of drawing,	448, 449
Hampden County Truant School, report upon,	643-648
Hampshire and Franklin County Truant School, report upon,	648, 649
Hanus, Paul H., remarks of, at conference on State exhibition of drawing,	446-448
Harris, Rev. George, president of Amherst College, words relating to high schools in inaugural address of,	128, 129
Harris, W. T., United States Commissioner of Education, educational data for the State and nation from report of,	223, 224
Hart, Susan J., resignation of, as instructor in Framingham State Normal School,	26
High schools, academies serving as,	106, 107
Condition, equipment, organization, courses of study in,	469-540
Distribution of, with ratio of population having access to,	120
Evening, number of, and cities required to maintain,	131-134
Industrial drawing in, status of,	362-383
Legal requirements,	129, 130
Burden to some towns,	279, 280
Manual training in,	127
New schools reported,	107, 108
Principals of, names of,	474-534
Pupils retained by, as successfully as by elementary schools,	110
Tables relating to, for Cambridge and Somerville,	111, 112
Inferences from,	114-120
Relation of, to colleges,	128
Special reports upon, reference to,	127
Towns without, number of,	120
Hill, Frank A., secretary of the Board, annual report of,	71-243
Remarks of, at conference on State exhibition of drawing,	422-423, 432, 433, 443, 448, 453
Report on county truant schools, by,	637-674
Report on special schools compiled by,	599-634
Hopkins, James Frederick, remarks at conference on State exhibition of drawing,	450-452
Horace Mann School for the Deaf, Boston, amount expended by the State for schooling in,	265-267
Admission to, terms of,	605
Committee report on,	606-610
Departments in, work of,	608, 609
Pupils in, number of,	606
Regulations of the Boston school committee pertaining to,	605
Hyannis State Normal School, appropriation and expenditures for support of,	256, 257
Dormitory of,	59
Instructors, with branches of study,	58
Changes in,	59
Principal of, William A. Baldwin,	58
Registration in, classes in,	58
Statistics for regular session of,	61
Students from outside of Barnstable County, attending,	59
Summer session of, and appropriation for,	61-63
Faculty of,	62
Statistics of,	62, 63

Hyannis State Normal School — *Continued.*

	PAGE
Training school, plan of observation and supervision in,	59-61
Visitors, report of,	58-63
Industrial drawing. <i>See</i> Drawing in the Public Schools.	
Institutes. <i>See</i> Teachers' Institutes.	
Kindergartens, table of, in the State,	219-221
Knowlton, Hosea M., opinion relating to payment of tuition for manual training,	125-127
Lancaster, State Industrial School at,	lxxv
Laurel Park Institute,	202, 341
Legislation, school,	677-679
Lowell State Normal School, appropriation for,	67, 257, 258
Graduation class, first in history of,	64
Instructors in, with branches of study,	64
Changes in,	65
Practice school, observation in,	65-67
Kindergarten department of,	66, 67
Principal of, Frank F. Coburn,	64
Statistics of,	67, 68
Visitors, report of,	64-68
Lowell Textile School,	17
MacDonald, J. W., agent of the Board, report of,	455-540
High schools, business courses,	466
Condition, equipment, organization and courses of study,	469-540
English literature in,	464, 465
Special students in,	465
System of electives,	463, 464
Oral reading, neglect of,	461
Physical geography, teaching of,	460
Salem summer institute,	457, 458
Schools, general condition of,	458-462
Moral tone of,	461, 462
Work of,	457
Mann, Horace, crayon of, presented to the Westfield State Normal School,	32
Manual training, Attorney-General's opinion relative to towns not required to pay tuition for,	125
Law relating to,	16
Schools of, statistical returns from, with names of principals,	358-360
Martin, George H., quotation from "The evolution of the Massachusetts public school system" by,	191-193
Report on physiology and hygiene, by, reference to,	594, 595
Massachusetts and the nation, comparison of school data relating to,	223, 224
Massachusetts, financial statistics of the country in relation to,	227-230
Massachusetts, general statistics of the country in relation to,	224-226
Massachusetts School for Feeble-minded, Waltham,	621-633
Land purchased at Templeton,	622
Superintendent's report of,	627-633
Trustees of, report of,	621-627
Massachusetts school fund. <i>See</i> Fund, Massachusetts.	
Massachusetts State Grange, resolutions in regard to public school education,	235, 236
Massachusetts Teachers' Association, report upon the school situation and outlook in the State, extract from,	236-239
Resolutions adopted by,	233, 234
Massachusetts, urban development, and its relation to local school taxation,	227
Middlesex County Truant School, report upon,	649-660
Miller, Joel D., report of, as visitor to the Fitchburg State Normal School,	50-54
As visitor to the Westfield State Normal School,	30-34
As visitor to the Worcester State Normal School,	47-49

Model and practice schools :	PAGE
Bridgewater,	36
Fitchburg,	52
Framingham,	26
Hyannis,	59
Lowell,	65
North Adams,	56
Salem,	40
Westfield,	31
Munsell, Albert H., remarks of, at conference on State exhibition of drawing,	443-445
Murdock, Frank Fuller, principal of the North Adams State Normal School,	55
New Bedford Textile School,	16
New England Association of School Superintendents, report of legislative committee of,	231-233
New England Industrial School for Deaf Mutes, expenditures of,	633
Legislative resolve relating to,	633
Norfolk, Bristol and Plymouth County Truant School, report upon,	657-660
Normal Art School, State, Boston, work of, at State exhibition of drawing,	44, 45
Annex, equipment of,	42
Appropriation and expenditures for support of,	261
Instruction in, increased and detailed supervision,	43
Instructors in, with branches of study,	42
Lectures at,	45
Opened, 1873,	13
Principal of, George H. Bartlett,	42
Problem of, in recommending as teachers, those who pass the examinations,	44
Public school class of,	43
State exhibitions of drawing, held in,	400
Statistics of,	45, 46
Students of, number of, employed as supervisors of drawing in Massachusetts,	352, 353
Supervision of, by State Board of Education,	12
Visitors, report of,	42-46
Normal schools, State, admission and attendance data,	209
Appropriations for,	254-261
Dates of first opening of,	207
Examinations for admission, aim of,	210-218
Preliminary,	219
Rules relating to,	218
Development of,	207
Drawing in, time devoted to, and number of pupils taking,	353, 354
Establishment of, justified by success of,	11
Principal of,	207
Pupils of, percentage in teaching force,	148, 149
Visitors' reports of:	
Bridgewater,	35-38
Fitchburg,	50-54
Framingham,	25-29
Hyannis,	58-63
Lowell,	64-68
North Adams,	55-57
Salem,	39-41
State Normal Art School,	42-46
Westfield,	30-34
Worcester,	47-49
North Adams State Normal School, appropriation and expenditures for,	258
Classes in, work of,	55, 56

North Adams State Normal School — Continued.	PAGE
Course of study in, extension of,	56
Exhibit of, at State exhibition of drawing,	414
Instructors in, with branches of study,	55
Changes in staff of,	55
Land for, additional purchased,	57
Grading of,	57
Principal of, Frank Fuller Murdock,	55
Statistics of,	57
Training school, observation and practice in,	56
Equipment of, improvements in,	57
Visitors, report of,	55-57
Palmer, Alice Freeman, report of, as visitor to Hyannis State Normal School,	58-63
As visitor to Bridgewater State Normal School,	35-38
Paris Exposition, contribution from the State Board to the educational exhibit for,	221, 222
Paulsen, Dr. Friedrich, University of Berlin, article on effects of examinations upon school and instruction, by,	213-218
Perkins Institution and Massachusetts School for the Blind,	613-620
Kindergarten connected with,	619
Music and manual training, place in school curriculum,	617, 618
Statistics of,	613
Trustees' report of the work of,	614, 615
Physiology and hygiene, report upon compliance of towns and cities with the law relating to,	541-595
Circular of inquiry sent out to every town and city,	550-551
Tabulation of answers to,	552-558
Conclusions regarding compliance with law relating to,	589
Instruction in, suggestions relating to,	589-594
Investigation relating to, in 1891,	594, 595
Legislative committee on education report on bills relating to,	550-557
Private schools obliged to comply with the law relating to,	595
Recapitulation of county tables,	588
Pratt, Sarah E., resignation of, as instructor in Framingham State Normal School,	27
Prince, John T., agent of the Board, report of,	273-286
Classification and promotion of pupils,	277, 278
Consolidation of schools,	277
District system, relic of the policy of,	285, 286
High schools, statutory requirements relating to,	279, 280
Instruction in public schools, common defect in method of,	281-285
Improvements suggested,	281-285
Normal graduates employed in public schools, increase in,	274, 275
Public sentiment towards the schools,	273, 274
Improvement in, by school exhibitions, parents' day,	273, 274
School attendance laws,	280, 281
School conditions,	274-278
Superintendents of schools, meetings of,	279
Supervision of schools, in counties under charge of,	275-277
Special report upon, by. See Supervision of Schools.	
Teachers, qualifications of,	274, 275
Private schools, annual returns required from,	84, 85
Approval of, by school committees,	94
Attendance data, for Boston,	97
For State, excluding Boston,	97
Attorney-General's opinion relative to furnishing school registers to,	85, 86
Legal requirements relative to,	90, 91
Returns from Boston,	89

Private schools — *Continued.*

	PAGE
Service rendered by,	95, 96
School committees' duty towards,	91
Statistics of, by school committees,	viii-lxxiii
Truant officers' duty concerning,	92-94
Promotion of pupils,	277, 278
Public schools, expenditures for a period of ten years,	135
Pupils, falling back of, an expensive process,	118
Recommendations of previous reports of the State Board,	19
Of the secretary of the Board,	240-243
Reference books and apparatus, amount expended for,	vii-lxxiii
Reformatory institutions at Lancaster and Westborough,	lxxv
Registers and blanks, appropriation and expenditures for,	265
Rules and directions relating to,	80-86
Resolutions, and reports relating to educational conditions,	230-236
Grand jury of Franklin County, relating to conveyance of school children,	157, 158
Ross, Denman W., remarks of, at conference of State exhibition of drawing,	433, 434
Royce, Prof. Josiah, of Harvard University, gave anniversary address at the Worcester State Normal School,	49
Rural school problem,	232, 233
Russell, E. Harlow, principal of the Worcester State Normal School,	47
Salaries, high school principals,	iv-lxix
Superintendents of schools,	164-169, vi-lxxi
Teachers. <i>See Wages.</i>	
Salem summer institute,	202, 457, 458
Salem State Normal School, appropriations and expenditures for,	259
Exhibit of, at State exhibition of drawing,	414
Candidates for admission to, improvement in preparation of,	39
Graduates of,	40
Instruction in, with branches of study in,	39
Model school,	40
Principal of, Walter P. Beckwith,	39
Statistics of,	40, 41
Visitors of, report of,	39-41
Sarah Fuller Home for Little Deaf Children, report of,	610-613
Amount expended by State for schooling in,	265-267
Instruction in,	611, 612
Sargent, Walter, assistant agent for the promotion of industrial drawing, state- ment in regard to drawing in smaller towns,	394, 395
Remarks of, at conference on State exhibition of drawing,	449
School census, diagram and rules relating to,	79, 80
Preparation of books for,	78
School data for Massachusetts and the United States, comparison of,	223
School fund. <i>See Fund, Massachusetts School.</i>	
Schoolhouses and school property, valuation of, as compared with that of other States,	226
School legislation,	677-679
School registers. <i>See Registers.</i>	
School taxation, burden should be equalized,	227-229
Increase, not so great as it seems,	144
Relation of, to municipal tax,	142-145
<i>See also Taxation for Schools.</i>	
Schools, abstract of returns of. <i>See Statistics.</i>	
Appropriations for. <i>See Appropriations.</i>	
Attendance upon. <i>See Attendance.</i>	
Consolidation of. <i>See Consolidation.</i>	
Supervision of. <i>See Supervision.</i>	
Time of keeping. <i>See Time Schools have been kept.</i>	

	PAGE
School year, uniformity of, desirable,	76
Secretary of the Board of Education, Frank A. Hill, report of,	71-243
Admission and attendance data,	209
Attendance upon public school, Cambridge table and diagram,	111-116
Somerville table and diagram,	112-117
Conveyance of children to school,	155-159
Educational museum, disposition of material of,	221
Evening schools,	130-134
Examinations, effects of, upon school and instruction,	213-218
Expenditures for maintenance of public schools,	135-139
Table relating to, for past ten years,	135
Harris, W. T., educational data for State and nation, from report of,	223, 224
High schools, academies serving as,	106, 107
Distribution of, with ratio of population having access to,	120
Enrolment steadily increasing,	109
Legal requirements,	129, 130
New schools reported,	107, 108
Pupils retained by, as successfully as by elementary schools,	110
Tables relating to,	111, 112
Tuition, State reimbursement of,	121-127
Kindergartens, towns having public kindergartens, and number of,	219-221
Massachusetts, in the financial statistics of the country,	227
In the general statistics of the country,	224-226
Normal schools, dates of first opening of, and names of present principals,	207
Development of,	207, 208
Examinations for admission to, aim of,	210-213, 218
Paris Exposition, contribution from State Board of Education,	221
Physiology and hygiene, report upon,	541-595
Private schools,	84-99
Pupils, falling back of, an expensive process,	118
Recommendations by,	240-243
Resolutions and reports relating to educational conditions,	230-236
School attendance, and regularity of,	87-106
School census,	78
School registers, rules and directions relating to,	80-86
State examination and certification of teachers,	222-223
State exhibition of drawing,	222
State reimbursement of, expenditures for teachers,	150-154
Statistical returns, summary and analysis of,	71-161
Superintendency district aided by the State,	176-182
Superintendents of schools, cities and towns employing, arranged alphabetically by counties,	170-175
Names and salaries of,	164-169
Supervision of schools, by superintendents,	159-194
By school committees and superintendents, expense of,	160
Towns not under,	183-185
Teachers, wages of,	146-148
Teachers' institutes,	194-206
Division of work of, among the agents of the Board,	195
Text-books and supplies, expense of,	154
Time schools have been kept, comments on,	134
Truant schools, report upon,	637-674
Smith, Walter, agent of the Board, 1871, also director of drawing, Boston,	13
Dates of reports of,	351
Quotation from article by,	13, 14
Somerville schools, annual reduction in numbers for four classes in, during thirteen years of schooling,	112

Somerville schools — *Continued.*

PAGE

Table showing reduction in numbers for three classes, during thirteen years of schooling,	112
Explanation of,	114
Southworth, Gordon A., information given by, relative to school attendance in Somerville,	110, 119
Special schools for defective children,	18
American School at Hartford,	601, 602
Clarke School,	602-604
Horace Mann School,	605-610
Massachusetts School for Feeble-minded,	621-633
New England Industrial School,	633, 634
Perkins Institution and Massachusetts School for the Blind,	613-620
Sarah Fuller Home,	610-613
Report upon, compiled by the secretary of the Board of Education,	599-634
State aid, to small towns to secure teachers of exceptional ability,	336, 337
To superintendency districts,	176-181
State attendance officer, recommended,	19, 20
State certification and examination of teachers,	222, 223
State exhibits of drawing in the public schools,	12-16
Appropriation for exhibit of 1899,	222
Special report upon exhibit of 1899, by Henry T. Bailey,	398-453
State reimbursement of high school tuition,	121-127
Teachers' salaries,	150-154
State, relation to town control of schools,	188-191
State school fund. <i>See</i> Fund, Massachusetts school.	
Statistics, abstract of school committees' returns for 1898-99,	i-cxxxvii
Comments on, in report of Board,	10
Counties and towns alphabetically arranged to show :	
First: (a) population of towns; (b) valuation of towns; (c) public schools, number of; (d) persons between five and fifteen years of age; (e) persons between eight and fourteen years of age; (f) membership and attendance in schools; (g) recapitulation by counties,	ii-lxx
Second: (a) different teachers required and employed, number of; (b) normal pupils and normal graduates employed, number of; (c) wages of teachers, average per month; (d) months schools have kept; (e) high schools, statistics of; (f) recapitulation by counties,	iv-lxxi
Third: (a) amount raised by taxes; (b) supervision by school committees, expense of; (c) supervision by superintendents; (d) reports, books and supplies, expense of; (e) schoolhouses, building, altering and repairing; (f) taxes, total amount of, and voluntary contributions; (g) recapitulation by counties,	vi-lxxiii
Fourth: (a) local funds appropriated for schools; (b) academies and private schools; (c) school fund, town's share of; (d) apparatus, portion of fund used for; (e) recapitulation by counties,	viii-lxxv
Evening schools, number, attendance and expense of,	lxxiv
Graduated tables, first series :	
Explanation of,	lxxvi
Appropriations by cities and towns of State, per child,	lxxvii-lxxxvii
By cities and towns of counties, per child,	lxxxviii-c
By counties, per child,	ci
By counties, including voluntary contributions,	cii
Graduated tables, second series :	
Explanation of,	ciii
Percentage of taxable property appropriated for the support of public schools,	civ
By cities and towns of State,	civ-cvii
By cities and towns of counties,	cviii-cxli
By counties,	cxlii
By counties, including voluntary contributions,	cxliv

Statistics, abstract of school committees' returns for 1898-99 — *Continued.*

PAGE

Graduated tables, third series, attendance, towns' rank in State, . . .	cxvi-cxix
Explanation of,	cxv
Counties, towns' rank in,	cxix-cxxiv
Counties' rank in State,	cxv
Graduated tables, fourth series,	cxvii-cxxvii
Explanation of,	cxvi
Appropriations by cities and towns of State, per child, based on average membership,	cxvii-cxxx
By cities and towns of counties, per child,	cxvii-cxxxv
By counties, per child,	cxvii
By counties, including voluntary contributions,	cxvii
Institutions, reformatory, at Lancaster and Westborough,	lxxv
Summary of,	71-75
Statistics, high schools, condition, equipment, organization and courses of study in,	489-540
Stoddard, Elijah B., report of, as member of the State Board of Education, . .	9-21
As visitor to the State Normal Art School,	42-46
As visitor to the North Adams State Normal School,	55-57
As visitor to the Worcester State Normal School,	47-49
Suffolk County Truant School, report upon,	660-665
Superintendency districts aided by the State,	176-181
Names of superintendents and salaries of,	166-168
Superintendents of schools, classification of,	163
Degrees of authority exercised by,	310, 313, 314
District, names and salaries of,	166-168
Drawing instruction fostered by,	396
Duties of,	309-322
Is law relating to desirable,	323
Opinions of superintendents in regard to,	323-325
Rules relating to,	320-322
Statistics relating to,	310, 313, 314
Employment of, act of 1900 relating to,	678
High school principals, serving also as, names of,	168
Laws relating to, referred to,	323
Lists of, for 1899, with locations and salaries,	164-169
Meetings of, conducted by John T. Prince, agent of the Board,	279
Members of school committees serving as,	169
Qualifications of, advisability of fixing by law,	327-330
Relation of, to school committee, teachers, and parents,	342-344
Supervision of schools by,	150-182
As shown by counties and towns,	162
Benefits derived from,	307
Legislation, order of development,	187, 188
Movement of towns towards,	185, 186
Recommended in previous reports of the Board,	19, 20
Time of, should be fully given to supervision,	304
Towns without,	183-185
Supervision of schools, condition of, at present,	298-302
Expense of, by school committees and superintendents,	vi-lxxii
For ten years,	160
History of, down to 1826, outlined, by George H. Martin,	191-193
In Massachusetts,	289-298
Law of 1898 relating to,	298-300
Of 1900,	678
New England Superintendents' Association recommend legal provision for, .	231, 232
Plans of apportioning expense,	306
Relation of State and town to,	188-191
Skilled supervision, shall it be made compulsory,	302-308

Supervision of schools — *Continued.*

	PAGE
Special report upon, by John T. Prince,	289-330
Summary of conclusions and recommendations,	330
Taxation for schools, total amount expended,	138
Amount expended on each child between five and fifteen years,	139
On each child in the average membership,	140, 141
Teachers, examination of, by school committee,	337, 338
By State,	338
Male, number of, and wages, as compared with other States,	225, 226
Normal graduates and undergraduates,	iv-lxxv
Normal school pupils in force of,	148, 149
Number of, employed and required,	ii-lxxi
Positions for, ratio of teachers to,	147
Ratio of men, to women teachers,	147
Salaries of, decrease in,	148
State reimbursement of, in small towns,	150-154
Law relating to,	336
Qualifications of,	231
Wages of,	146-148
Teachers' institutes, appropriation and expenditures for,	262
Cost restriction should be removed,	17, 203
Division of work of, among the agents,	195
Instructors at, and topics presented,	199-201
Laurel Park,	202
Location and dates of holding,	194, 195
Number of, for past ten years,	196
Salem Institute,	202
Towns represented,	196-199
Towns where institutes have been held since 1846,	203-207
Western county, newspaper account of,	339-341
Temperance law, special report upon compliance of cities and towns with. <i>See</i>	
Physiology and Hygiene.	
Text-books and supplies, expense of,	154, vi-lxvi
Textile schools,	16, 17
Time schools have been kept, length of,	134, iv-lxxv
Average length of, higher for Massachusetts than for the country,	225
Town, State relation to control of schools by,	188-191
Training schools. <i>See</i> Model and Practice Schools.	
Transportation of children. <i>See</i> Conveyance of Children.	
Truant schools,	344, 345, 637-674
Comments on school and truancy conditions,	672-674
Essex County, report of the superintendent of,	638-641
Report on, by Mr. Prince, agent of the Board of Education,	641-643
Hampden County, report of the superintendent of,	643-646
Report on, by Mr. Prince, agent of the Board of Education,	647-648
Hampshire and Franklin Counties,	648-649
Location of, and names of superintendents of,	637
Middlesex County, report of the superintendent of,	649-655
Report on, by Mr. MacDonald, agent of the Board of Education,	655-657
Norfolk, Bristol and Plymouth Counties, report of the superintendent,	657-659
Report on, by Mr. Fletcher, agent of the Board,	659-660
Report on, compiled by the secretary of the Board of Education,	637-674
Suffolk County, report of the superintendent,	660-664
Report on, by Mr. Fletcher, agent of the Board of Education,	664, 665
Worcester County, report of the superintendent of,	665-670
Report on, by Mr. MacDonald, agent of the Board of Education,	670-672
Tyler, Prof. John M., gave course of lectures at the Fitchburg State Normal School,	53

Visitors to State normal schools, reports of :	PAGE
Bridgewater,	35-38
Fitchburg,	50-54
Framingham,	25-29
Hyannis,	58-63
Lowell,	64-68
North Adams,	55-57
Salem,	39-41
State Normal Art School,	42-46
Westfield,	30-34
Worcester,	47-49
Wages of teachers,	146-148
Warren, Prof. H. Langford, remarks of, at conference on State exhibition of drawing,	429-432
Weir, Irene, remarks of, at conference on State exhibition of drawing,	445, 446
Wells, Mrs. Kate Gannett, remarks of, at conference on State exhibition of drawing,	422
Report of, as visitor to the Framingham State Normal School,	25-29
As visitor to the Lowell State Normal School,	64-68
As visitor to the State Normal Art School,	42-46
Westborough, State Reform School at,	lxxv
Westfield State Normal Art School, appropriation and expenditures for,	259, 260
Exhibit of, at State exhibition of drawing,	414
Crayons of Horace Mann and John W. Dickinson presented to,	32
Instructors in, with branches of study,	30
Changes in,	30
Lectures at,	32, 33
Needs of,	31
Practice department, appropriation for,	31, 32
Principal of, Charles S. Chapin,	30
Statistics of,	33, 34
Training school, agreement relative to, between town and State,	32
Building of,	31, 32
Visitors, report of,	30-34
Whitman, Sarah W., remarks of, at conference on State exhibition of drawing,	426-428
Whittemore, Henry, principal of the Framingham State Normal School,	25
Worcester County Truant School, report upon,	665-672
Worcester State Normal School, administration of,	47
Anniversary address, given by Prof. Josiah Royce,	49
Apprenticeship in,	48
Appropriation and expenditures for support of,	260, 261
Course of study for college graduates,	48
Improvements and repairs,	48, 49
Instructors in, with branches of study,	47
Changes in,	48
Principal of, E. Harlow Russell,	47
Statistics of,	49
Visitors, report of,	47-49
Yale, Caroline A., principal of the Clarke School for the Deaf,	599



32101 066080175